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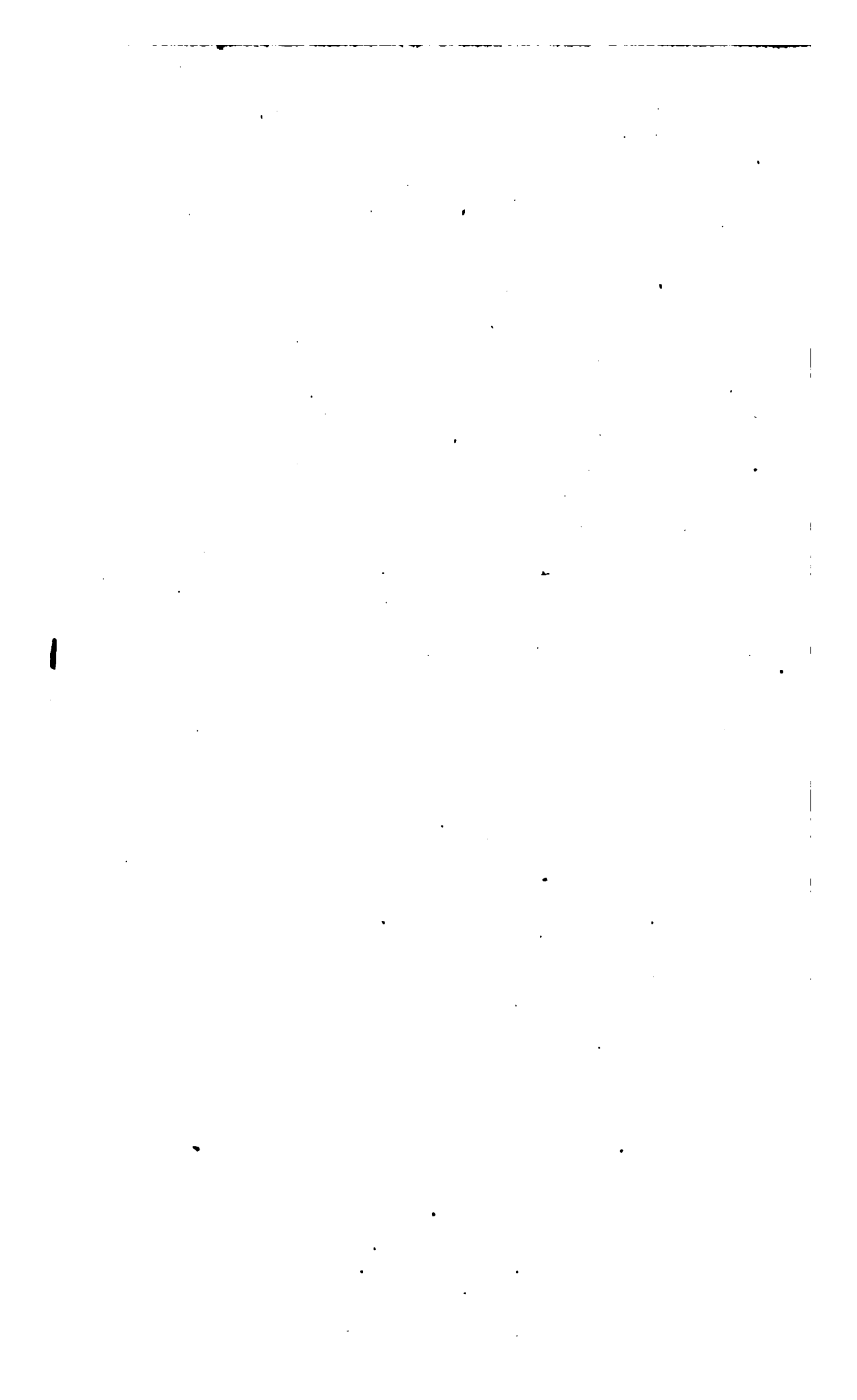
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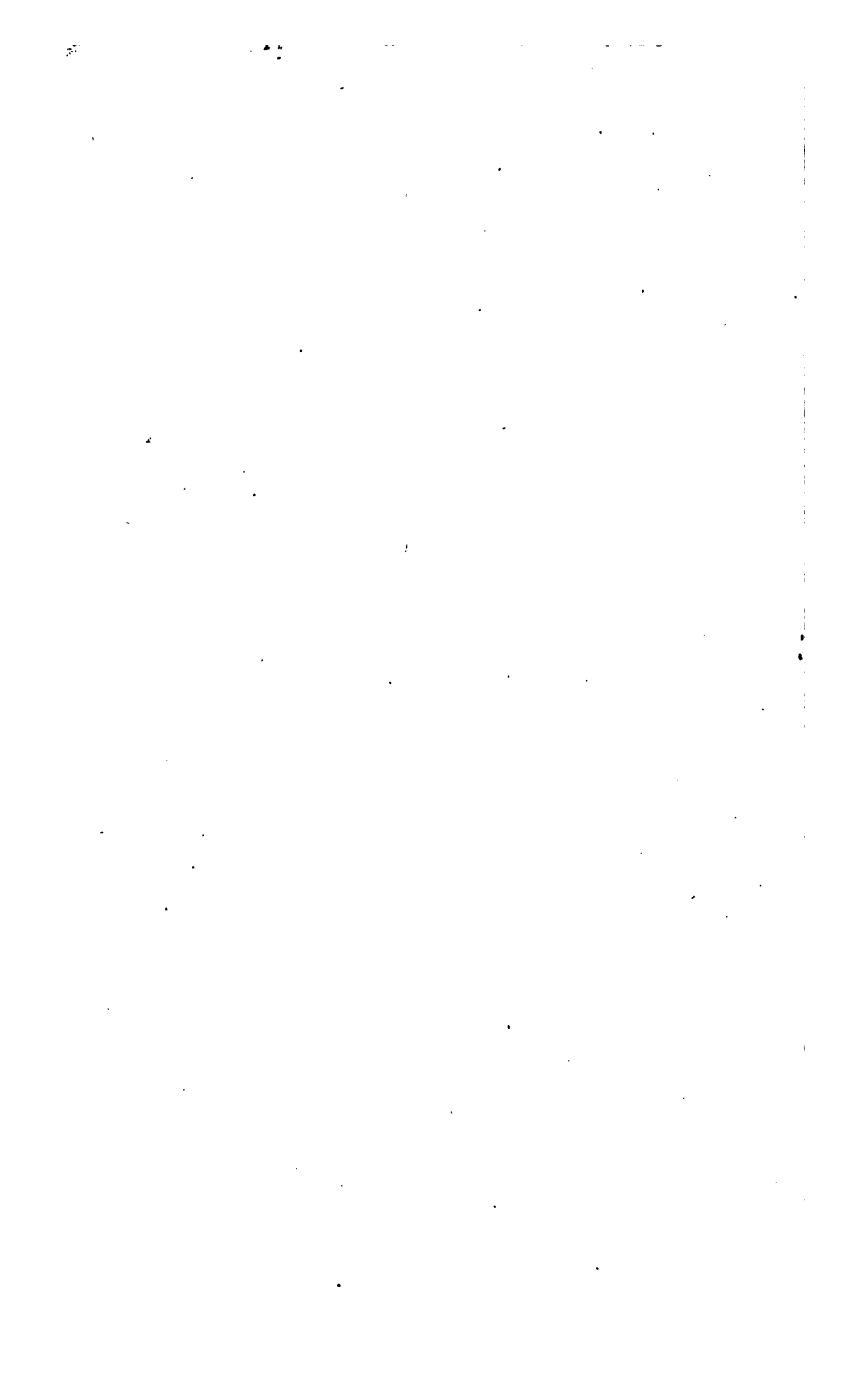




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**INSTRUCTIONS**  
**TO**  
**PARENTS AND TEACHERS.**

A New Method of Teaching and Learning Languages.

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LATELY PUBLISHED, in 8vo. PRICE 6s.

**A Letter**

TO

**THE EARL OF SHREWSBURY,**

ON

**A NEW METHOD**

OF

**TEACHING AND LEARNING LANGUAGES,**

**BOTH ANCIENT AND MODERN ;**

Founded on nature, reason, and experience : chiefly intended for  
children from three to ten years of age, but equally suited to  
persons of all ages and both sexes.

**By A. CLIFFORD, Esq.**

---

*The Latin Language.*

Just Published,

A

**SERIES OF ELEMENTARY BOOKS,**

**IN FIVE SMALL VOLUMES,**

COMPRISING

**A NEW METHOD**

OF

**TEACHING and LEARNING the LATIN LANGUAGE.**

**By A. CLIFFORD, Esq.**

---

The above may be had of J. L. WHEELER, Oxford ; Longman and  
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*A. 1829.*

**INSTRUCTIONS**  
**TO**  
**PARENTS AND TEACHERS,**  
**RESPECTING THE USE OF**  
**THE ELEMENTARY BOOKS**  
**FOR THE**  
**LATIN LANGUAGE,**  
**IN FIVE VOLUMES.**

**BY**  
**ARTHUR CLIFFORD, ESQ.**

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It is deplorable to consider the loss which children make of their time at most schools, employing, or rather casting away, six or seven years in the learning of words only, and that too very imperfectly.—  
**COWLEY.**

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**OXFORD.**

**PUBLISHED BY J. L. WHEELER, HIGH-STREET;**  
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*55.*



**NE QUID NIMIS.  
FESTINA LENTE.  
NULLA DIES SINE LINEA.**

**Facilius, celerius, fructuosius.  
More easily, more speedily, more profitably.  
Sans peine, sans ennui, en peu de tems.**



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**W. KING, PRINTER, ST. CLEMENT'S, OXFORD.**

**Copy of a Letter from Mr. CHAPMAN, tutor to  
the children of MICHAEL BLOUNT, Esq.**

Of Sulham Cottage, near Reading.

---

**SULHAM, Nov. 17, 1828.**

**MY DEAR SIR,**—As in your last letter to Mr. Blount you intimated a wish that I would write you a letter, in order to state to you my real opinion of your excellent ‘Letter to the Earl of Shrewsbury,’ as well as of your ‘New Method of Teaching and Learning Languages,’—I embrace with great pleasure this my earliest opportunity of complying with your obliging request. In a former letter I informed you that I had most carefully and most attentively perused your ‘Letter to the Earl of Shrewsbury’ three different times, and that each successive perusal gave me additional pleasure and satisfaction. I also mentioned, that when I had read moreover your ‘Prospectus of the Elementary Books for the Latin Language,’ which you are about to publish, and which will contain the first application of your New Method, I could not help exclaiming: Well, the theory at least of this plan is most admirable!

But you are aware, my dear Sir, that besides having thus leisurely read, studied, and meditated your new scheme of teaching, I have actually tried it for the last two months; and I can assure you, that the result of this experiment, though so short and imperfect, has far exceeded my highest expectations. To afford you some proof of what I here advance, I will give you a brief sketch of what my eldest pupil has accomplished since the fourth of last September, when he first began the Latin language with me. He has read and explained thirty-two pages of the school-book entitled, ‘Selectæ e Veteri Testamento His-

toriæ,' once over, and has got to the twenty-first page for the second time. A gentleman who was here a few days since, and who heard him explain a part of the thirty-first page, which he had never seen before, and after that a part of the twentieth page, by way of repetition, said, when it was done: "Why I think he explains the Latin as well as boys generally do at school, who have been there two or three years." I replied: "O, Sir, a great deal better." Besides this explanation of so much of a Latin book, he is become well acquainted with, I may say, all the Adverbs, Conjunctions, and Prepositions, of ordinary occurrence; he has repeatedly gone through all the Declensions of Nouns, Pronouns, and Adjectives; and through all the Conjugations of the Verbs, both regular and irregular. He can say, nearly by heart, though he has never been set to learn them in that way, all the numbers, both cardinal and ordinal, and the irregular comparatives, together with a great variety of other Latin words, which I am sure he can never forget. He has also learned how to make use of the dictionary.

This is the seventeenth of November, so that from the fourth of September we may reckon two months and a half; and allowing a fortnight, which is too little, for complete interruptions from visitors, and from ill health, my pupil, who is in his twelfth year, and who did not know a single word of Latin when we began, has made the progress specified above, in less than two months. I have no hesitation in saying that, if now left to himself, he might, by continuing the same method, and with the help of your elementary books, acquire a perfect knowledge of the Latin language, without any further assistance.

Now this, my dear Sir, is an actual experiment, a real practical illustration, a positive and palpable proof of the

excellence and supereminent utility of your admirable New Method, which I really feel I can never sufficiently commend. Of what I here say, you are at perfect liberty to make any use you please. The more publicity it obtains, the more I shall feel that I have only expressed what is due to you and to my own conscience.

I have called this an imperfect experiment, because I have carried it on without any assistance from your elementary books, which are not yet published, and have been guided merely by the principles laid down in your 'Letter to the Earl of Shrewsbury,' and by the hints and instructions you have had the kindness to furnish me with at different times; to which I have strictly adhered, and with what advantage I have now told you.

You know that the little family here consists of four children, two boys and two girls. In compliance with the very rational and desirable wish expressed by you in your 'Letter to the Earl of Shrewsbury,' that girls should learn Latin, as well as boys, for which there is no earthly reason to the contrary, I have during these two months been teaching Latin to the little girls also, along with their youngest brother; and you would be astonished to see the progress they have made, and the alacrity and ease with which they learn it. Miss Louisa, the youngest, is only five years old, and I have heard Mr. Blount say, that he is sure that in a year she will know more Latin than he learnt during all the time he was at school; and that he is convinced it will be of the greatest advantage to her.

With my sincerest wishes for the further progress and complete success of your most laudable, enlightened, and philanthropic undertaking,

Believe me, dear Sir,

Your most obliged and obedient servant,

A. CLIFFORD, Esq.

G. CHAPMAN.

## COPY OF A PRIOR LETTER.

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SULHAM, OCT. 18, 1828.

DEAR SIR,—With my warmest thanks and acknowledgments, I take an opportunity of returning to you the valuable hints and observations you so kindly transmitted to me; and I must again express to you the great satisfaction and pleasure which I feel in following your New Method of teaching the Latin language. I have perused your excellent ‘Letter to the Earl of Shrewsbury’ three different times; I have also read over the specimens there given of your intended publication of a series of Elementary Books, together with a Prospectus: and I do assure you, Sir, most sincerely, that I not only admire your Method, but am quite enamoured of it; and I heartily wish you may receive that encouragement from a discerning public, which will enable you to publish it to the world in the most advantageous way. In the short time, and in the limited manner, in which I have put it in practice, I have found it succeed admirably well.

We are very much in want of your little books, in fact, we are almost at a stand still without them. Be so kind as to let us have them as soon as you possibly can.

With the highest commendation of your New Method, and with the sincerest wishes for your farther success and encouragement,

Believe me, dear Sir,

Your obedient, humble servant,

G. CHAPMAN.

**Prospectus**  
OF  
A SERIES OF ELEMENTARY BOOKS,  
COMPRISING A  
NEW METHOD  
OF TEACHING AND LEARNING  
THE LATIN LANGUAGE.  
BY  
ARTHUR CLIFFORD, Esq.

AN  
INTRODUCTION  
TO THE LATIN LANGUAGE,  
IN THREE PARTS;

With an Appendix and Supplement.

PART I. Various Vocabularies of Latin Words.

PART II. Elements of the Latin Language.

PART III. 1. "Selectæ è Veteri Testamento Historiæ," both Latin and English. 2. Words and Phrases taken out of the "Selectæ è Veteri Testamento Historiæ."

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PART THE FIRST.

No. I.

A Small VOCABULARY of the most common Latin words, with the English opposite; beginning with monosyllables, and divided into 200 lessons: four or five Latin words in each.

This FIRST VOCABULARY is intended for children from three to five years of age. They are to repeat the words aloud, after their father or mother; and may thus go over the whole, three or four times, in two years. And this is all the Latin they are to learn during that time.

This FIRST VOCABULARY will contain above 1000 Latin words; and it is supposed that, in this simple, easy way, the child will become so familiar with them, as never to forget them; and will thus insensibly take a liking for Latin, and find great help when he meets these words again in the first Latin books he is made to read.

Each lesson need not last more than two or three minutes, and only one a day.

The Author calls this First Vocabulary, "Latin Play-Lessons for Children from three to five years of age."

## No. II.

A collection of 2500 Latin words, with the English words derived from them; and which only differ in a syllable or letter.

These words are classed alphabetically, in twenty-five Decads; each Decad containing ten lessons, each lesson ten words.

It is presumed that no easier nor better plan than this could be devised for giving a scholar a wide acquaintance with the Latin language, and at the same time improving him in his own.

The number of lessons in this collection is 250.

The author calls this, "The English-Latin Vocabulary."

## No. III.

A collection of all the Pronouns, all the Prepositions, all the Conjunctions, and the primitive Adverbs, in the Latin language; arranged in short lessons, and alternating with all the tenses of the Verbs of the four regular Conjugations.

Towards the end there is a certain number of Nouns declined along with Adjectives, in order to show how they must agree together in gender, number, and case.

The object of this collection is to smoothe the difficulties of the Latin Grammar, by making the pupil gradually familiar with the Declensions and Conjugations, and with all the different parts of speech.

It is divided into 9 Sections, which contain altogether 208 lessons.—This is called, "The Grammatical Vocabulary."



## No. IV.

There remain three more Vocabularies, to complete the First Part of this New Method: 1. A collection of the most common Latin NOUNS, according to the five Declensions, in alphabetical order, and divided into lessons; twelve words in each. 2. Latin ADJECTIVES in two classes; those which end in *us*, and those which have other endings. 3. Common Latin VERBS, according to the four Conjugations; to which are added the Deponent Verbs; all in short lessons, with the English words opposite the Latin.

The principal object of these THREE LAST VOCABULARIES, as well as of the preceding ones, is to supersede the necessity of a perpetual recurrence to a Dictionary, which, besides being exceedingly tiresome, and often fruitless, occasions a great waste of time.

The lessons in these three last Vocabularies, added to those in the two preceding collections, might be well learnt in the course of one year, by taking two short lessons a day.

This task would occupy the child from the age of five to six. He would now be master of 4000 or 5000 Latin words; which, with above 1000 more that he is to learn hereafter, would probably be almost every word that he would ever meet with in any Latin book he would ever read.

## PART THE SECOND.

A small volume, entitled, “Elements of the Latin Language;” and containing examples of all the parts of speech, in a regular, grammatical form; together with a copious collection of PHRASES, exemplifying all the rules of the Latin Syntax.

This collection of Phrases, besides facilitating the explanation of authors, is intended as an introduction to the writing of Latin themes or compositions.

This little volume may be begun after the Vocabularies, at the age of six ; and is to be continually read over and over, during the whole course, in short portions, till the Pupil appears to be thoroughly acquainted with it.

## PART THE THIRD.

### No. I.

An English translation of the Latin school book, entitled, "*Selectæ è Veteri Testamento Historiæ*," divided into short lessons.

It is proposed to make this little volume the first book for children to learn to read in ; for which it seems very well fitted ; because, in the first place, the stories it contains are calculated to interest children ; secondly, because it would initiate them in Sacred History ; and thirdly, and chiefly, with respect to this New Method, because they are hereafter to read the same book in Latin.

### No. II.

A little volume, containing, I. A collection of all the Latin Nouns, Adjectives, and Verbs, in the *PARS PRIMA* of the "*Selectæ è Veteri*," with their meaning in English.

These words, above 1000 in number, are not to be found in the preceding five Vocabularies, having been omitted on purpose. They are arranged in twenty-five lessons ; each containing 20 Nouns, 20 Adjectives, and 20 Verbs.

2. A collection of PHRASES out of the PARS-SECUNDA of the "Selectæ è Veteri," with the English under them.

The 'object of these two collections is to prepare the Pupil for reading and explaining his first Latin Book, namely, the "Selectæ è Veteri Testamento Historiæ."

He may begin them about the age of six, along with the "Elements."

### No. III.

A new edition of the "Selectæ è Veteri."

In this edition the "Selectæ è Veteri" would, 1. be divided into four parts instead of two, as at present; which would make it much clearer and easier for children. 2. Each part would be subdivided into short lessons, one for each day. 3. Each lesson would be broken into shorter paragraphs, which would also be a relief to the learner. 4. At the HEAD of each lesson would be all the Nouns in that lesson, classed according to the five Declensions; all the Verbs in that lesson, according to the four Conjugations; and all the Adjectives in that lesson. At the END of each lesson would be all the Pronouns, Adverbs, Prepositions, and Conjunctions, in that lesson. 5. At the end of the book would be a Parsing Index of all the principal words in the whole book, divided also into short lessons.

This Parsing Index might be used, at a later period, as an excellent exercise for confirming the Pupil in all he had hitherto learnt.

He would begin the explanation of the "Selectæ è Veteri" as soon as he was tolerably well acquainted with the words taken out of the PARS PRIMA; and it is calculated that, by the age of seven, he may have gone through it THREE TIMES, by taking two lessons a day, of half an hour each; after which, he would be fully capable of en-

tering upon any book in the Latin language, either in prose or verse, without any occasion for a Grammar or Dictionary whatever.

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## APPENDIX.

A small volume, divided into XVI. Numbers, and containing a variety of useful information respecting the Latin language, which could not be conveniently inserted in the preceding volumes; together with Tables, or Lists of Words, etc.

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## SUPPLEMENT.

A small Volume divided into two Sections.

Section I. A collection of Latin Phrases, in which all the words in the preceding Vocabularies are exemplified and illustrated by quotations from the best Latin authors.

At the end of each quotation is the name of the author from whom it is taken; and the object of this collection is to imprint more firmly in the mind of the learner the words he has already learnt, and also to initiate him in classical literature, by thus making him gradually acquainted with the names and works of all the principal Latin authors.

Such a collection of Phrases, frequently read over, would also be a great help towards Latin composition; the memory being stored with such an abundance and variety of examples from the best writers.

Section II. A collection of English and Latin Words and Phrases, in alphabetical order, exhibiting the principal idioms of both languages.

The Author of this New Method does not consider the Supplement as essential to it; but it might certainly be very useful. The Phrases in it are all classed in short lessons: so that by reading two or three of the lessons a day, from the age of eight to ten, a learner would certainly make a great additional proficiency in the Latin language.

Though this New Method of learning Latin is chiefly intended for children from three to seven years of age, yet it is clear that older children, whether they have learnt any Latin or not, or even grown-up persons, who either wish to learn Latin, or to recover it, might find it equally useful.

From the foregoing sketch, it appears that this New Method of learning Latin would be comprised in EIGHT SMALL VOLUMES, as follows:—

### PART THE FIRST.

	VOLS.
Play-Lessons . . . . .	1
English-Latin Vocabulary, Grammatical Vocabulary, Vocabularies of Nouns, Adjectives, and Verbs . . . . .	1

### PART THE SECOND.

Elements of the Latin Language . . . . .	1
--	---

### PART THE THIRD.

Selectæ è Veteri Testamento Historiæ (English) . . . . .	1
Latin Words and Phrases from the "Selectæ è Veteri" . . . . .	1
Selectæ è Veteri (Latin, new edition) . . . . .	1
Appendix . . . . .	1
Supplement . . . . .	1

With these eight volumes the learner would have no occasion for a Grammar, or Dictionary, or any other book for learning Latin.

There will also be added to them a small volume, containing "Instructions to Parents and Teachers;" in which the way to use them will be fully explained.

It is the intention of the Author to publish at present only five out of the eight Elementary Books above mentioned; leaving the "*Selectæ è Veteri Testamento Historiæ*" and the "Supplement" for a later period.

The Author cannot help recommending earnestly to those who may be satisfied with this Prospectus, his "Letter to the Earl of Shrewsbury, on a New Method of teaching Languages," as he has given in it not only his own opinions on this interesting subject, but those of some of the most celebrated writers in modern times.

SEPT. 1, 1828.

\* \* \* For the convenience of parents and teachers, and for the benefit of purchasers, the five volumes of the Introduction to the Latin Language will be published in three different forms.

First, the five volumes may be had altogether in a case, on which is inscribed, "*The Latin Treasure.*"

Secondly, all bound up together in one volume, like a Pocket-Dictionary, on which is inscribed, "*Thesaurus Latinitatis.*"

Thirdly, any of the five volumes may be had separate.

The volume of Instructions is indispensable for those who would use the Elementary Books.

# INSTRUCTIONS

RESPECTING

## THE USE OF THE LATIN PLAY-LESSONS.

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I SHALL preface these Instructions with a quotation from my "Letter to the Earl of Shrewsbury."

"The Romans, the first civilised people who learnt another language besides their own, used generally to make their children begin to learn Greek; from their infancy, as soon as they could pronounce any words at all in their mother-tongue. I would earnestly propose, therefore, that we should in this respect imitate the example of the Romans, and begin to teach children, of both sexes, Latin, almost as soon as they begin to learn to spell. For this purpose, I have proposed a Vocabulary, under the title of Play-Lessons, for children from three to five years of age. And here I wish to remark, that, during the whole course of this Latin education, I would lay great stress upon what the child would learn by himself, and in play. I have observed, that children, when they can read, if you give them new books suited to their capacity, will turn them over with great eagerness, fix upon what pleases and interests them, repeat it aloud to themselves over and over, or ask somebody to hear them, and are always anxious to know the meaning of what they do not understand. They also like very much to have any thing read to them."

With respect to the Latin Play-Lessons, as the child could not read, it would be necessary to repeat the lessons to him. For example, I would take a child of three years old on my knee, and begin to tickle him, and say to him : “ Now you can say cat, dog, pig, good, bad, fat ; and so you must begin now to say Latin words ; so say these after me: nix, nox, nux ; snow, night, a nut : os, flos, bos ; a bone, a flower, an ox. With a good deal of tickling and laughing, we should get these six Latin words not only said once, but repeated many times ; and it is ten to one but the child would make a kind of sing-song of them, and be always lisping them out. Next day, we should have five or six more, as : fons, mons, pons, sol, sal, and so on. From these we should proceed to the Latin for the days of the week, the months of the year, the four elements, the four seasons, the names of animals, and of the most common objects, together with easy Adjectives and Verbs.

Now, supposing this first Vocabulary to contain 200 Play-Lessons of this kind, each lesson, on an average, containing five Latin words, there would be a thousand Latin words ; and if you gave the child just one lesson a day, which would only last five minutes, and be quite enough, the whole would be finished in 200 days, and might be repeated three or four times over in the course of two years. So that by this tickling, laughing method, I should have got the child, by the time he was five years old, to be quite familiar with at least a thousand Latin words ; which, I conceive, would be a very good preparation for the future Latin studies that are to occupy him from five to seven. And here I think I might ask again with Quintilian : “ *Cur hoc quantulumcunque est usque ad septem annos lucrum*



*fastidiamus?* Why should we despise this gain, however small, that may be had by the age of seven?"

Since I wrote this passage last year, I have meditated a great deal on the subject, and I have found reason to make very considerable additions to this little volume of *Play-Lessons*. I have added to it "Dear Mamma's own Latin Rhymes;" "Dear Papa's own Latin Phrases;" and what I call "Catch-Words," which I will explain presently.

But I will first request the reader to look at the *Play-Lessons*. They are just 200 in number, and not reckoning the Latin words interspersed throughout between them, the number of Latin words in those 200 lessons amounts to about 1200. The *Play-Lessons* begin with monosyllables, of which there are 16 lessons, with six Latin words in each; making in all 96 monosyllables, nearly all that there are, at least Nouns, in the Latin language.

At the end of lesson 16, you will observe the words *LAUS DEO*; and if you look at the end of lesson 32, you will see *DEO GRATIAS*. Look on, sixteen lessons more, and you will find *LAUS DEO* again, and so on, alternately, till the end of lesson 192; after which, there remain only eight lessons to the end.

Before I explain the meaning of these breaks, or pauses, marked by *LAUS DEO* and *DEO GRATIAS*, I will desire you to look at the lessons which follow the monosyllables; and then you will find that they do not merely consist of words put down at random, but that each lesson, generally speaking, all through, contains words which have some relation to each other. Some of the lessons also have titles to them, as: the Four Elements, the Five Senses, Men and Animals, Trees and Plants, etc. This methodical, or systematic arrangement, will not only be a help to the memory, but also

to the understanding of a child, and insensibly bring on a habit of thinking, of comparing, and of discerning how things are related to each other, how they are connected, or how they are separated. A judicious and attentive parent may occasionally make a good use of this. I am much indebted for it to a very nice little book, entitled the London Vocabulary.

Having made these preliminary observations on the Play-Lessons, I now suppose that a Papa and Mamma, having a child near three years old, have determined to teach him Latin by this New Method. I suppose, moreover, that he has already begun to learn spelling, and that he takes a little lesson every morning after breakfast. The Latin Play-Lessons therefore might be given just before dinner. —For this purpose, I would employ a little stratagem. Papa, in concert with Mamma, procures a copy of the Play-Lessons. The day before the child is three years old, Papa says to him: “Well, Charly, to-morrow is your birth-day, and I shall have something very pretty for you indeed.—What is it, dear Papa?—O, I can’t tell you now, you’ll see to-morrow.” When to-morrow comes, Papa takes care to be at home, a little before dinner, with the Play-Lessons in his pocket, neatly done up in paper, and tied; for children are very fond of string of all sorts, and, as well as men, they like a neat parcel, and to undo it, and see what is in it. Papa therefore takes the child into a room with him, and setting him on his knee produces the book. “Is not this a pretty little book? and see what nice things there are in it. And here’s Latin Play-Lessons for Papa and Mamma, and all good little boys and girls; Dear Mamma’s own Latin Rhymes; and Dear Papa’s own Latin Phrases; and see what pretty words there are in the

beginning: Fons, a fountain; mons, a mountain, etc. Now say these words after me."

Then Papa says all the first lesson, Latin and English, and the child after him. When he comes to dens, a tooth, he says, "Have you got a tooth? let us see. O yes, I see you have plenty of teeth, (playing with him,) and that's called dentes; and when you eat, it is with your teeth, that is dentibus; so you have got dens, dentes, dentibus; and here's something to try your dentibus, (producing a little cake.) But stop a bit, let us try and say these Latin words by themselves. Fons, mons—Pons, frons—Glans, dens. Now let us say the Latin and English together: mons, a mountain, etc. (to the end.)

"Now let us say them all backwards: dens, a tooth; glans, an acorn, etc. Now let us say the Latin once more by itself: Mons, fons—Pons, frons—Glans, dens. Now let us say one of dear Mamma's Rhymes: ala, a wing; res, a thing, etc. Now let us say them backwards: pensum, a task; amphora, a cask; nix, snow; alapa, a blow; res, a thing; ala, a wing.

"Now run to Mamma, and show her what a pretty book you have got."

Mamma is expecting him, and says: "Well, that is a pretty book indeed! what is there in it?—O, dear Mamma, there's some of your rhymes, and a great many pretty words.—Let me see; is this it? ala, a wing, etc.—Yes, Mamma—And these words at the beginning; mons, a mountain, etc.?—Yes, Mamma. Well, I am sure this is very nice; what a good Papa you have got! And if you are a good child, I think Papa will say some more rhymes and words to you every day. Or, I'll tell you what we'll do. You know Papa isn't always at home at this time,

and so you shall come and sit on my lap every day just before dinner, and I'll say some to you, and so we'll cheat dear Papa, and you'll know ever so many words and rhymes before Papa knows any thing about it. Won't that be nice? But now I think dinner will be ready."

I have here given the reader a specimen of the way in which I would give a child of three years old his first Latin lessons, and how I would use these Play-Lessons. To make it more clear, I will now exhibit the second lesson, without the preceding dialogues.

On the second day, therefore, I take the child on my knee, and I say to him directly: "Now say these words after me—Os, flos, bos—Ros, cos, mos. Now say the Latin and English together—Os, a bone, etc. Now say them backwards—Mos, a custom; cos, a whetstone; ros, the dew; bos, an ox; flos, a flower; os, a bone. Now say the Latin again by itself—Os, flos, bos—Ros, cos, mos.

"Now we must say yesterday's lesson over again—Fons, a fountain, etc. (just once.)

"Now one of Mamma's Rhyme-Lessons—Ancilla, a maid; lamina, a blade, etc. Now backwards—Eques, a rider; aranea, a spider, etc. Now yesterday's rhymes over again—Ala, a wing, etc. Now run away, and jump and play."

This is the way in which I would carry on the Play-Lessons to the very end.

You will perceive by this explanation, that the child will repeat every lesson five times over; four times at first, and then once again the next day with the fresh lesson.

But I do not think this five-fold repetition sufficient. For I consider that, there being 200 lessons, by the time the child had got near the end, or even half way, which would take him about four months, he would perhaps

have forgot the beginning. To provide against this, I have invented another sort of repetition ; and this brings me to the explanation of LAUS DEO and DEO GRATIAS.

When I was arranging the monosyllables, and had got them into sixteen lessons, six Latin words in each, I found that I had still on my hands the two words, laus and fraus. At the same time I was thinking I ought to have some breaks and pauses in these 200 lessons, and the termination of the monosyllables very naturally suggested the first pause. I therefore set down the word laus, as the last of my monosyllables ; and it then occurred to me, that I ought to give praise to God for having advanced thus far : I therefore wrote down LAUS DEO. And now, wishing to contrive a new repetition, I perceived that my monosyllables just filled 16 lessons. Four times four is 16, and therefore I said : Now that the child has gone over each of these lessons five times, it will not be too much for him to say four of them at once, without any repetition, once over.

This, therefore, is my new mode of Repetition. When the child has got over 16 lessons, one each day, as above, there I stop ; and on the seventeenth day I turn back to the beginning, and for his lesson that day I make him say the Four First Lessons, down to rus, the country ; all one after the other, once over. This is done, of course, in four days, and we get to LAUS DEO again. Then we begin lesson 17, The Four Seasons ; and go over the next sixteen, which brings us to lesson 32 ; and there, instead of LAUS DEO, you find DEO GRATIAS : for I considered that thanks are due to God as well as praise. In this manner you will find LAUS DEO and DEO GRATIAS alternating with each other at the end of every 16 lessons ; and the number of pauses they thus make is 12, because 12 times 16 is

192; and then there remain just 8 lessons to finish the 200, which 8 will make two repetition-lessons by themselves.

I think this a very nice contrivance, and that it will help very much to refresh the child's memory, and, besides, throw an agreeable variety into the uniform course of his 200 lessons. The words LAUS DEO and DEO GRATIAS, moreover, will not be useless; as their meaning may be explained to the child, and thus help to advance him in piety and devotion.

Now for the length of time this will take up.

The 200 lessons by themselves would, of course, take 200 days; but, as there are twelve repetitions besides, each taking four days, and two over at the end, that makes 50 days more; so that the whole of these Play-Lessons will thus have been repeated six times over in 250 days, or about 8 months.

At the same time the Rhymes and Phrases will have been got over.

But here you must take notice of one thing. When you are saying the Four-days-repetition of the Play-Lessons, you must let the Rhymes and Phrases alone, because that would be too much for the child. When you have said 16 Play-Lessons for the first time, you will also have said 16 Rhyme-Lessons; but then you must stop with the latter: and when you have finished your Four-days-repetition of Play-Lessons, then you will begin again Play-Lesson 17, Rhyme-Lesson 17, on the same day, and so go through 16 more of both.

In this way the 200 Play-Lessons, and the 200 Rhyme and Phrase-Lessons, will be all got over at the same time, in 250 days, though the latter will not have been repeated quite so often.

We have thus got over the First Volume of this Introduction to the Latin Language, in eight months; that is to say, in one third of the time, namely, two years, that is allotted to it. How then are we to employ the remaining 16 months, till the child is five? By fresh repetitions.

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I now begin the book again, and I say to the child: "Now I am going to say all the Latin words one after another, and you must tell me the English. What is *Mons*?—a mountain: *Fons*?—a fountain:" and so on, to the end of the first lesson. Then I say: "Now tell me the English of Mamma's Rhymes. What is *Ala*?—a wing: *Alapa*?"—Perhaps the child will say—a thing, expecting the rhyme; and then you may laugh at him, and say: "Ha! I've caught you there; you thought the rhyme was coming—Res, a thing: but you must learn to remember the English of the words by themselves."—However this may turn out, you had better take every other word, to avoid the rhymes, or else the child will get into the way of saying them, as it were, by rote. But you will see about that.

If the child should not know the English for the Latin words when you say them to him, it is no matter; it is always a repetition, and you have only to make him say it after you.

Thus I get over the First Volume a second time: a Play-Lesson, with a Rhyme or Phrase-Lesson, every day.

To prevent any mistake, I must observe, that "Papa's own Latin Phrases" are to be considered merely as a continuation of "Mamma's own Latin Rhymes." When the Rhymes are done, then go on with the Phrases. Both

together are 200, like the Play-Lessons; and are distinguished, in like manner, by LAUS DEO and DEO GRATIAS.

There is, however, to be no repetition of them, four lessons at a time, when you come to LAUS DEO. It is only put at the end of every 16, to make these Rhymes and Phrases correspond better with the Play-Lessons.

When the child has thus got over the first volume, for the second time, in 200 days more, I now reverse the mode of repetition. Instead of asking him the English for the Latin, I now ask him the Latin for the English. So I say: "What is the Latin for fountain?—Fons: for mountain?—Mons:" and so on. Perhaps this will be more difficult for him. He will not remember the Latin so well. But no matter, you must make him say it after you. It is a repetition, and that is all we want.

So now, in addition to the 250 days, or 8 months, required for getting over the volume the first time, we have gone over it twice more in 400 days: in all, 650 days, or 2 years, all but 80 days.

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I must now explain the meaning of the Latin words interspersed among the Play-Lessons, and which, as I mentioned above, I call "Catch-words."

The reader will observe, that the first place where these Catch-words occur is after lesson 6, where you see Lances—Dapes. My reason for putting down there those two words was this. Lanx and Daps, though really two Latin words, are seldom used in the singular number. I therefore thought it right to set down the plural of them. In lesson 7, occurs Ars, art. The Arts, the Liberal Arts, the Arts and Sciences, are expressions often occurring. It is well for a child to get accustomed to them. I therefore set down: Artes—Scientiæ. At the end of lesson 8, I



have put the infinitive mood of the only four monosyllabic Verbs, except *Sum*, I am, in the Latin language. Remark that.—There are only five Verbs that are monosyllables in the Latin language.

In lesson 9, *Lar* again is not often used in the singular ; so I put *Lares*, and then *Penates*, which means much the same. Besides, the household gods of the ancients are something to talk about. In lesson 13, is *Ops*, seldom used in the nominative singular ; so I put at the bottom *Opes* ; and another word very like it, *Opus*. *Fas*, called for *Nefas* ; and having inserted *Scrobs*, a ditch, there remained another monosyllable like it, *Scobs*, sawdust, which is used by Horace.

When I got to the end of the monosyllables, I had two over, *Fraus* and *Vir*. The latter is the only Noun in the Latin language which ends in *ir*. *Sons*, *Par*, *Trux*, are, I believe, the only three Adjectives that are monosyllables. So there I put them.

After this, when I got on to lessons 22 and 23, I found several words, closely connected with the words in those lessons, but which I could not well bring into them, without making the lesson too hard and too long : and in the same way I met with similar reasons for inserting other words, here and there, all through the Play-Lessons.

When I had thus inserted words under some of the lessons, I began to think it would be more uniform to put some under all ; and that, by so doing, I might enrich my Play-Lessons very much, and make a good use of these Catch-words : such was the origin of them.

I call them Catch-words, because, in the first place, not being in the regular lessons, they directly catch the eye ; and, secondly, as there is no English to them, I thought that, by and by, when the child is a little more advanced, and able

to read a little, he would see those words; be caught by them, and be always asking what they mean, and so catch up a good deal of Latin.

But, for the convenience of the Parent or Teacher, I have picked out all these Catch-words, and having classed them in 62 lessons, with their meaning in English, all by themselves, have inserted them in this book.

If the Play-Lessons had been meant for the child himself to read, I certainly would not have inserted these Catch-words at all, as they crowd the page, and would distract his attention. But as the Play-Lessons are all to be read to him, this is of no consequence. However, I will here observe, that though the Play-Lessons are all to be read to the child, I would advise a parent, at the same time, to show every word in the book to the child, as he says it; because this will make him still more familiar with the Latin words, and also help him on in spelling and reading English. The parent, therefore, is to pay no attention whatever to the Catch-words, in saying the Play-Lessons; but the use to be made of them afterwards I will now explain.

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I have said above, that when the child has got over the Play-Lessons, Rhymes, and Phrases, three times, there will then remain only 80 days out of the two years. These I devote to the Catch-words, which are classed in 62 lessons. You will make him say one a day, and the same backwards, as: lares and penates, household gods; bene, well; male, ill; optimè, best; pessimè, worst. Now back again: pessimè, worst; optimè, best, etc. Then, to-morrow, the second lesson in the same way, and repeat the first; and so on to the end.

The Catch-words are very miscellaneous : there is hardly any connexion between many of them, more than what I have already mentioned ; for I had no principle hardly to go upon in selecting them, and might almost as well have put any other words. However, they will help the child on in his Latin, and he will recur to them again at a later period.

You may say them to him either out of his Play-Lessons, if you know the English of them, or out of this book of Instructions.

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I will now mention on what principle I formed Mamma's Rhymes and Papa's Phrases.

If you will look at Vol. II. Vocabulary 3, Common Latin Nouns, you will see that it begins with ala, a wing. With the same word Mamma's Rhymes begin. This, therefore, is the way I went to work to form these Rhyme-Lessons. I first took ala, a wing ; then I searched in my head for a rhyme to it, and I found res, a thing. Then the next word, alapa, a blow ; and the rhyme came nix, snow. Thus I went on, taking almost every word in the three Vocabularies of Nouns, Adjectives, and Verbs, above mentioned, for which I could find a rhyme ; and when they were all exhausted, I found I had got 121 Rhyme-Lessons. Every other word, therefore, in these Rhyme-Lessons, is to be found in those three Vocabularies ; so that when the child comes to learn them, they will be hardly any thing but a repetition. They will be easily learnt, and the Rhyme-Lessons will be again imprinted on his memory.

When I had thus got 121 Rhyme-Lessons, I could only have 79 Phrase-Lessons, because I had fixed the number

of both together to be the same as of the Play-Lessons, 200. But where did I get these Phrases? I took them all out of the first part of the "Selectæ è Veteri," which is the first Latin book the child is to read. They extend as far as the end of the life of Joseph, 35 pages, and a little more; and the last lesson, which is all religious, is from the history of Tobias. Thus, when the child begins to read the "Selectæ è Veteri," he will find himself, en pays de connoissance, with hardly any difficulty at all.

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## RECAPITULATION.

### LATIN PLAY-LESSONS.

Latin Play-Lessons . . . . .	200	
Mamma's Rhymes (lessons) . . . . .	121	
Papa's Phrases (lessons) . . . . .	79	
	<hr/>	
	200	
		DAYS
Two years, from three to five . . . . .	730	
		<hr/>
I. Play-Lessons, for the first time, one a day, and with repetitions, (four lessons at a time,) in 250 days . . . . .	250	
In the same time, Rhymes and Phrases once over, without any repetition, except backwards, and the lesson of the preceding day.		
II. Play-Lessons, a second time over, asking the English for the Latin words, one lesson a day, without any repetitions, in 200 days . . . . .	200	
In the same time, the Rhymes and Phrases a second time over, also asking the English.		
III. Play-Lessons, a third time over, asking the Latin for the English words, one lesson a day, 200 days . . . . .	200	
In the same time, the Rhymes and Phrases a third time over, also asking the Latin.		
IV. Catch-words, said over once, 62 lessons . . . . .	62	
	<hr/>	
	712	
Remain days 18 . . . . .	18	
	<hr/>	
	730	

I leave these 18 days to the discretion of parents, to exercise the child in any lessons which they may think he does not know so well as the others. For I leave no day without its lesson; I stick faithfully to my motto—*NULLA DIES SINE LINEA*. That is the true way to get on. Many a little makes a mickle. Even if a child were sick, Mamma's Rhymes, and many of the other lessons, would amuse it as much as any thing. And every lesson is so short, that I can conceive no reason why it should ever be omitted.

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I have still something more to say about the Play-Lessons. When I first arranged the monosyllables, I tried to make three always rhyme together, as: *os, flos, bos; ros, cos, nos*. But this I could not always accomplish. When they do come so, you must read them in that way; but otherwise, two together, as: *fons, mons; pons, frons; glans, dens*.

And here I would advise you always to read out the words in a loud, cheerful tone, to amuse the child and keep him alive; for a dull, drawling, lifeless way in teaching is good for nothing.

I began with *fons, a fountain; mons, a mountain*; because my youngest boy, when he was just able to read, happened to see those words in some book by chance, and he immediately pronounced them aloud; and was so pleased with them, that for several days he did nothing but sing out *fons, a fountain; mons, a mountain*: so I thought other children might be pleased with them too.

If you should have a fountain, or a mountain, or a bridge near you, you can talk to the child about them; and if it is the season for acorns, (*glans, an acorn*,) you can get him some. They are a very good toy for children, and

so are horse-chesnuts. But I mention this, because the object of my Method is to connect all his lessons, as much as possible, with his sports and games, and with his whole existence. The child does not remember when he first began to eat and to drink and to play; neither will he remember when he first began to have lessons. The one will appear to him as natural as the other, and he will like all equally well.

As I write for Papas and Mammias, and particularly the latter, I will add to what I have said above, about dens, dentes, dentibus, that when you come to the next lesson, os, a bone, you may say, os, ossa, ossibus; where are your bones? and in lesson 3, pes, pedes, pedibus; in lesson 4, crus, crura, cruribus; where are your feet and legs? where are your old crura, cruribus? and so on. But I shall say no more of this, as parents know how to play with their children better than I can teach them. I only mention it to illustrate my Method.

However, I will observe, that unless a parent knew Latin, he or she could not do much in this way. And this leads me to remark how easy it would be for parents to prepare themselves for this pleasing task. I suppose a young couple just married. In a year's time they may expect a child, and it will be three years more before the child will be fit to begin Latin: so they have four years before them just to learn how to repeat some Latin words. Ten minutes a day given to these Vocabularies and Elements would be more than sufficient to make anybody perfect in them in one year. Every parent would do this, if they only knew how. I have now shown them the way; and I hope they will follow it, for their own sake, as well as that of their children.

By saying the words in this way, dens, dentes, denti-

bus, etc. you would not only play with the child, but would certainly accustom him by degrees to the declensions.

When you get to the end of the monosyllables, lesson 16, you will find calx, sat, laus. As calx, the heel, is the end of the body, so now we have got to the end of the monosyllables; and therefore we have got sat, enough. Laus is praise, and therefore it is time to say: Praise be to God, LAUS DEO.

In looking over the Play-Lessons, you will sometimes meet with a mark of interrogation, particularly after a monosyllable, as in lesson 24, vir? a man. This is to show that that word came before; and therefore, wherever you meet with that mark, or whenever you recollect that a word came before, in some other lesson, you can ask the child: Did you ever see or hear of this word before? Whether he recognises it or not, turn back to the former lesson, and show it him: this will keep him on the alert, and refresh his memory. But always remember NE QUID NIMIS.

There are some monosyllables exactly alike, but different in signification, and different in the genitive case. So, frons, frondis, a leaf; frons, frontis, the forehead; os, ossis, a bone; os, oris, the mouth; lens, lentis, a lentil; lens, lendis, a nit. Pliny has the latter word. Calx, calcis, lime, and calx, the heel, are the same in the genitive. So are jus, juris, law, and jus, broth.

In lesson 9, sol, ver, cor; the sun, the spring, the heart. When the sun appears in spring, he gladdens the heart.

In lesson 10, pix, nix, pitch, snow: as black as pitch, as white as snow.

If you would look over these Play-Lessons before you say them to the child, with a view to find out such allusions and illustrations as these, you might find a good deal both



to amuse and instruct him. You would open his mind and make him like his book.

Take notice, that all syllables in Latin, pronounced long, have this mark — over them, as: docēre, to teach: those pronounced short have this mark ˘, as: legēre to read. I have taken great care to mark every word right about which there could be any doubt. It will be no small advantage therefore to a child, to learn, at so early an age, the true pronunciation of Latin words. There may, however, be some omissions, which I request the reader to excuse.

Some words, particularly the monosyllables, are repeated in these lessons, because it was first necessary to get them together as monosyllables, and then to put them again with other words with which they have a connexion. So in lesson 38, res, pars; in lesson 42, nix, ros, etc.

A great number of the words in these Play-Lessons, Rhymes, and Phrases, will occur again in the other Vocabularies; so that I think there is no danger of their ever being forgot.

After lesson 83, there are two odd words: Frit and Git. One would hardly think they were Latin. But the first is used by Varro, and means the little grain at the top of an ear of corn; the other is found in Columella, and means a small seed. I have inserted them because they are monosyllables, and may also amuse a child.

At the end of lesson 198 are the phrases: iterùm atque iterùm, again and again; and, tam manè quam vesperi, both morning and evening. They are to show how the Play-Lessons should be used.

The words in lesson 199 show how the work was begun, carried on, done, and finished.

Lesson 200, and last. If you are VIRTUOUS you will

gain a REWARD, together with CREDIT and PRAISE, HONOUR and GLORY. But to God alone belongs honour and glory, through all ages of ages.

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## ERRATA.

After lesson 198, for vesper read vesperi.

Mamma's Rhymes, 78, last word : tristus, worn, read tritus.

## CATCH-WORDS.

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### 1.

Lares, }  
Penates, } household gods  
Benè, well  
Malè, ill  
Optimè, best  
Pessimè, worst.

### 2.

Multum, much  
Plurimum, most  
Scobs, scobis, sawdust  
Nefas, wickedness  
Opus, work  
Opes, riches.

### 3.

Ante, before  
Post, after  
Supra, above  
Infra, below  
Vir, a man  
Fraus, a cheat  
Sons, par, trux ; guilty, equal, cruel.

## 4.

Tempestates coeli, the changes of the weather  
 Lætæ segetes, fine crops  
 Quatuor, four  
 Viginti, twenty.

## 5.

Cardo, a hinge  
 Punctum, a point  
 Ventus, the wind  
 Favonius, the west-wind  
 Notus, the south-wind  
 Boreas, the north-wind  
 Libs, the south-west wind.

## 6.

Quinque sensus, the five senses  
 Duæ aures, two ears  
 Parentes, parents  
 Nati,        }  
 Libëri,     } children  
 Uxores, wives.

## 7.

Patruus, uncle (father's side)  
 Matertëra, aunt (mother's side)  
 Patruelis,   }  
 Matrueis,   } cousin  
 Consobrīnus, a cousin  
 Consanguineus  
 Affinis.

## 8.

Homo bonus, a good man  
 Homines boni, good men  
 Quid ais? what do you say?  
 Quo vadis? where are you going?  
 Tempus fugit, time flies  
 Dum ludimus, whilst we are playing.

## 9.

Septimana, a week  
 Septem, seven  
 Decem, ten  
 Duodecim, twelve  
 Unde venis? whence do you come?  
 Hic sumus, here we are.

## 10.

Nomina, names  
 Nemo, nobody  
 Brachia tollunt, they lift up their arms  
 Inter sese, among themselves  
 Frater meus, my brother  
 Soror sua, his sister.

## 11.

Galli cantus, the crowing of the cock  
 Cygnea vox, the voice of the swan  
 Factum benè, well done  
 Responde, answer  
 Frustum panis, a bit of bread.  
 Paucos dies, a few days.

## 12.

Brevis via, a short road  
 Monstrum horrendum, a horrible monster  
 Ludere quæ vellem, to play what I liked  
 Sub tegmine fagi, under the cover of a beech-tree  
 Initium,  
 Exordium, } a beginning.  
 Primordium, }

## 13.

Utinam possim, I wish I could  
 Quamobrem? on what account? why?  
 Hic, hæc, hoc, this person, or thing  
 Horum, harum, horum, of these  
 Quid jam? what now?  
 Quid cæteri? what are the rest about?  
 Qui scis? how do you know it?  
 Dicam postea, I will tell you after.

## 14.

Lux, }  
 Lumen, } light  
 Pasce capellas, feed the goats  
 Sex mensibus, in six months  
 Nemo erat, there was nobody.

## 15.

Benè facis, you do well  
 Esurio vehementèr, I am very hungry  
 Venit Romam, he came to Rome

Jocus, a joke  
Jocabar, I was joking  
Quid est? what is it?  
Quis est? who is it?

16.

Ad cœnam usque, till supper-time  
Mater vetat, Mamma forbids it  
Posse, to be able  
Velle, to be willing  
Nolle, to be unwilling  
Malle, to wish rather.

17.

Pelagus, the sea  
Fluctus, a wave  
Fluvius, } a river  
Flumen, }  
Deosculare me, kiss me  
Manet domi, he remains at home  
Cum voluerit Deus, when it shall please God.

18.

Rectè dicis, you say right  
Coelum adspicit, he looks at the sky  
Properat domum, he hastens home  
I, go; fer, bring  
Quid nunc vultis? what do you want now?  
Vivit rure, he lives in the country  
Idem, eadem, the same.

19.

Flos pulcherrimus, a most beautiful flower  
 O magnum virum ! O the great man !  
 Scribo calamo, I write with a pen  
 Limus, slime  
 Cautes, a craggy rock  
 Ubi est pater ? where is Papa ?  
 Fecit suo more, he did it his own way.

20.

Emi librum, I have bought a book  
 Lit̃era, a letter  
 Syllaba, a syllable  
 Verbum, a word  
 Sermo, a speech  
 Moenia Romæ, the walls of Rome  
 Pavidus lepus, a fearful hare.

21.

Vertex, the top  
 Capillus, the hair  
 Tu ipse, thou thyself  
 Quid times ? what do you fear ?  
 Ille, illa, illud,  
 Iste, ista, istud,  
 Fibula, a clasp  
 Cingulum, a girdle.



22.

Animal currit, the animal runs  
 Vir scribit, the man writes  
 Qualis, talis; such as, such  
 Quantus, tantus; how great, so great  
 Cunctus, }  
 Universus, } all.

23.

Is, ea, id, that  
 Nec legit nec scribit, he neither reads nor writes  
 Ter sunt conati, they tried three times  
 Muros subibant, they went under the walls  
 Ludere par, impar, to play at odd and even  
 Utinam sapieres, I wish you were wise  
 Mi fili! my son!

24.

Tu quoque, you also  
 Salve, ave, how do you do?  
 Vale, valet; good by  
 Lego ut discam, I read that I may learn  
 Timeo ne faciat, I fear he will do it  
 Quot? how many? Tot, so many.

25.

Ambo, ambobus, both  
 Dulcior melle, sweeter than honey  
 Præstantior auro, finer than gold  
 Diluculò surgere, to rise early

Ad mediam noctem, in the middle of the night  
Amo te plurimùm, I love you very much  
Silentium et quies, silence and quiet.

26.

Frit, git ; hoc frit, hoc git,  
Quid narras ? what are you saying ?  
Sol oritur, the sun rises  
Fugiunt tenebræ, the darkness flies away  
Quomodò habes ? how do you do ?  
Conticuere omnes, all were silent  
Ora tenebant, they held their tongues.

27.

Dictum est mihi, it was told me  
A quo ? by whom ?  
Quidam, quædam, quoddam  
Unâ eâdemque viâ, by one and the same way  
Quomodò vales ? how do you do ?  
Dentes, teeth ; ossa, bones  
Macies, leanness  
Pinguedo, fatness.

28.

Fanum,        }  
Delubrum, } a temple  
Sacellum, a chapel  
Hostia, a victim  
Rure, in the country  
Domi, at home

Ubi est? where is he?  
Dives ager, a rich field!  
Purus amnis, a clear river.

29.

Dulce pomum, a sweet apple  
Dulcia poma, sweet apples  
Meus liber, my book  
Mei libri, my books  
Summum bonum, the chief good  
Media nox, the middle of the night  
Ullus, ulla, ullum  
Nullus, nulla, nullum.

30.

Uno eodemque igni, in one and the same fire  
Fiet, it will be done  
Non potest, it cannot be  
Fodere, to dig  
Orare, to pray  
Alius, alia, aliud, another.

31.

Bis cecidere manus, twice his hands fell  
Frugi et bonus, careful and good  
Nequam et malus, wicked and bad  
Ego lego, I read  
Nos legimus, we read  
Alter, altera, alterum, another  
Vir sapiens, a wise man.

32.

Ter aut quater, three or four times  
Centum, 100  
Mille, 1000.

33.

Ego, I; tu, thou  
Ille, he; nos, we  
Nos legimus, we read  
Vos scribitis, you write.

34.

Mentiri est turpe, it is base to tell lies  
Facere quæ libet, to do what one likes  
Non memineram, I did not remember  
Cœperunt, they began.

35.

Tu vocaris Joannes, thou art called John  
Nolo esse longus, I do not wish to be long  
Fervidæ rotæ, rapid wheels  
Fer opem, bring help  
Hoc est otium, this is the door  
Quomodo nôsti? how do you know?

36.

Fluviorum rex, the king of rivers  
Aulæ in medio, in the middle of the hall  
Servus, a man-servant  
Serva, a woman-servant

Maritus, a husband  
Famula, a maid-servant.

37.

Creber, crebra, crebrum, frequent  
Mancipium, a slave  
Loquor, I speak ; loqui, to speak  
Locutus est, he spoke  
Apagè, get away  
Eugè ! bravo, well done !

38.

Amor Dei, the love of God  
Lex naturæ, the law of nature.

39.

Arista, the beard of corn  
Spica, an ear of corn  
Pugna, a fight  
Prælium, a battle.

40.

Culmen,        }  
Fastigium,    } the top  
Quid prohibet ? what hinders you ?  
Eamus, let us go  
Solium, a throne  
Plebs, the people.

41.

Concavus, concave

Convexus, convex

Puer probæ indolis, a boy of a good disposition

Ager trium jugerum, a field of three acres.

42.

Proboscis

Dorsum, the back

Juba, the mane

Barba, the beard.

43.

Multum pecuniæ, much money

Quid rei est? what is the matter?

Est opus pecuniâ, there is want of money

Una Musarum, one of the Muses

Dulcia arva, sweet fields

Errant boves, the cows are wandering.

44.

Ne timeas, do not fear

Nôsti me satis, you know me well enough

Utilis bello, useful in war

Similis patri, like his father

Altitudo, height; latitudo, breadth

Viscus, bird-lime

Auceps, a bird-catcher

Quid ad te? what is that to you?

Amabilis omnibus, pleasing to all

Dignus honore, worthy of honour.

45.

Minimè verò, by no means  
 Contentus parvo, content with a little  
 Pastores ovium, shepherds of sheep  
 Longo post tempore, a long time after  
 Equi, horses ; equæ, mares  
 Inimicus, an enemy  
 Socius, a companion  
 Ortus regibus, sprung from kings  
 Fretus viribus, relying on his strength  
 Plenus iræ, full of anger  
 Inops rationis, devoid of reason.

46.

Hamus, a hook  
 Rete, a net  
 Piscator, a fisherman  
 Ventriculi dolor, a pain in the stomach  
 Toto corde, with all my heart  
 Ducat vos Deus, may God conduct you  
 Laudate Dominum, praise the Lord  
 Quid legis? what are you reading?  
 Liber, a book  
 Nostra altaria, our altars  
 Tua rura, your fields.

47.

Tuum est, it is yours  
 Mos fuit, it was a custom  
 Cædes, slaughter

**Clades, a defeat**  
**Avunculus meus, my uncle**  
**Amita sua, his aunt**  
**Non nobis solùm, not for us alone**  
**Sol lucet, the sun shines**  
**Est mihi liber, I have a book**  
**Sunt mihi libri, I have some books.**

**48.**

**Nondùm, not yet**  
**Statim, immediately**  
**Ama Deum, love God**  
**Reverere parentes, revere your parents**  
**Recordor lectionis, I remember the lesson**  
**Oblitus sum injuriæ, I have forgot the injury**  
**Ego sum primus, I am first**  
**Tu es ultimus, you are last**  
**Est mihi voluptati, it is a pleasure to me**  
**Dono mihi dedit, he made me a present of it.**

**49.**

**Quando surgitis? when do you get up?**  
**Legam lectionem tibi, I will read you a lesson,**  
**Quid bibitis? what do you drink?**  
**Quid manducatis? what do you eat?**

**50.**

**Medicus, a doctor**  
**Nutrix, a nurse**  
**Æstimo te magni, I esteem you very much**



**Pro nihilo habeo, I look on it as nothing  
Solet, he is accustomed.**

**51.**

**Nibil omnino, nothing at all  
Suum cuique, each one his own  
Leves cervi, light deer  
Vicina sepes, the neighbouring hedge  
Cui usui? what use is it of?  
Cui bono? what is it good for?**

**52.**

**Refert patris, it concerns Papa  
Interest omnium, it is the business of all  
Pœnitent me peccati, I repent of my sin  
Pudet me culpæ, I am ashamed of my fault  
Non est opus, there is no need  
Delectat me legere, it delights me to read  
Bene sit tibi, may it be well with you.**

**53.**

**Non decet te rixari, it is not right for you to quarrel  
Profectò ita est, it is certainly so  
Cupio discere, I wish to learn  
Pharetra, a quiver  
Esis, a sword  
Vexillum, a standard  
Aranea, a spider.**

Clades, a

Avunculus

Amita

Non no

Sol luc

Est n

Sunt

54.

1, the swift winds  
endi, time for reading  
per, stop a little  
, easily said  
n nihil, almost nothing  
est mihi, I must study  
est omnibus, all must die  
scendi, desirous of learning  
mihi, this pleases me  
ambulando, tired of walking.

N

55.

bulatum, he is gone a walking  
um, a shocking thing to say  
es, a difficult thing  
eus, a true friend  
us go  
, let us return.

56.

um, secum; with me, with thee, with  
f  
us, a great house  
rite  
is? what do you write?  
, you say right  
is, you speak the truth  
ing; aliquid, something.

## 57.

Veni, precor ; come, I pray you  
 Ibo, I will go  
 Rogo te, I ask you  
 Quid me rogas ? what do you ask me ?  
 Nobiscum, with us ; vobiscum, with you  
 Cur non ? why not ?  
 Dicebam joco, I said it in jest.

## 58.

Latinè fabulari, to speak Latin  
 Bonum est, it is good  
 Quid rides ? why do you laugh ?  
 Non recordabar, I did not remember  
 Quis jussit ? who ordered it ?  
 Nescio, I do not know.

## 59.

Ivit foràs, he went out of doors  
 Abiit rus, he is gone into the country  
 Mucro, } the point of a weapon  
 Cuspis, }  
 Patris famulus, my father's servant  
 Nusquam movebo, I will move nowhere.

## 60.

Acies, a field of battle  
 Certamen, a fight  
 Benè scribit, he writes well  
 Satis benè, well enough

Vidi illum, I saw him  
Sum allocutus, I spoke to him.

61.

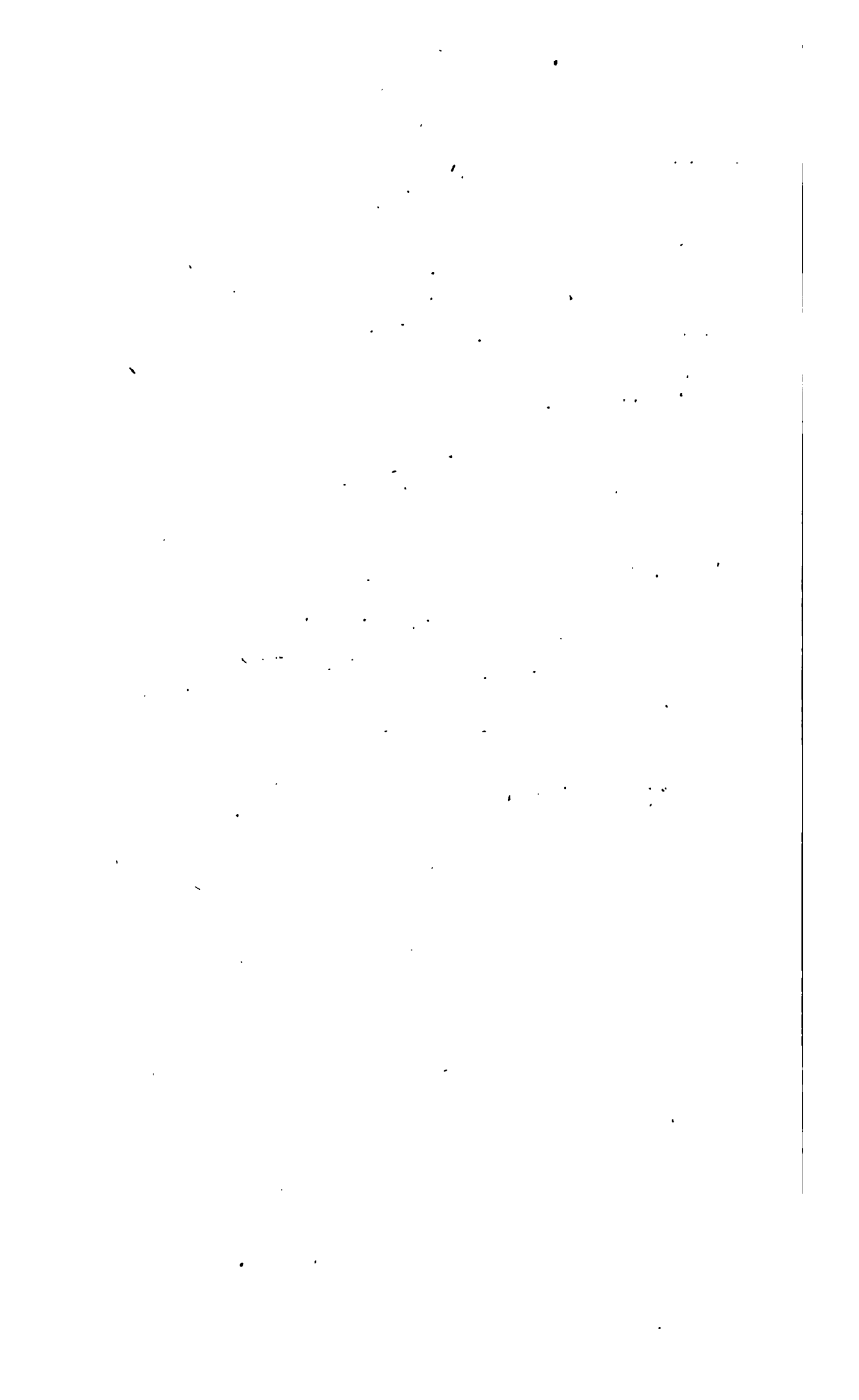
Hodiè manè, this morning  
Cras manè, to-morrow morning  
Flavus, yellow  
Coeruleus, blue.

62.

Heri manè, yesterday morning  
Hodie vesperi, this evening  
Culpa, a fault  
Crimen, a crime  
Iterum atque iterum, again and again  
Tam manè quam vesperi, both morning and evening.

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Nocturnâ versate manu, versate diurnâ.



VOL. II.  
VOCABULARIES.

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ENGLISH-LATIN VOCABULARY.

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Extract from the 'Letter to the Earl of Shrewsbury.'

“ RESEMBLANCE BETWEEN THE ENGLISH AND LATIN  
LANGUAGES.

“ IN pursuing my inquiries, I discovered what had never occurred to me before, at least to the same extent, that there is in the English language a vast number of words, several thousands, immediately derived from the Latin; and, in general, with so slight an alteration, that the only difference between the Latin and English word consists in a letter or syllable, changed, retrenched, or added in the termination. The idea struck me, and it seemed unaccountable it had never been acted on before, that the easiest and most natural way of teaching an English child Latin would be, to make him learn first those words which are so directly derived from the Latin, and so very like English. In fact, it seemed to be nothing more than going on with his own language, and, at the same time, the very best way of improving him in it. I immediately began to collect these Latin words, and to arrange them in alphabetical order, as the easiest way, along with their proper meaning in English, as well as I could; and only taking the commonest and

easiest words, and those most resembling English, I made them amount to 2500."

When I first wrote this passage, it was with this English-Latin Vocabulary that I proposed to begin to teach a child Latin at five years of age : but I afterwards found that it would be very feasible to begin two years sooner.

The great use of this English-Latin Vocabulary is to make the child's further progress in Latin so easy, that he may almost seem to be merely learning his own language. When, therefore, the Play-Lessons are quite done, and the child is near five years of age, I would fix on his birth-day to begin this second volume, and this new Vocabulary. The day before, I would say to him : " You know, that two years ago I gave you a pretty book, called Latin Play-Lessons, and you have learnt all the Latin in it quite well. But all this time you never thought how like Latin is to English. You can't think how like they are. Now I think you know what a crust is. Well, what do you think is the Latin for crust ? Why, crustum.—You have heard of the anchor of a ship. The Latin for anchor is anchora.—A curricule is curriculum.—You hear people say : do me the favor ; he did me the honor : favor and honor are Latin words. Isn't that droll ? So is Doctor. You know what it is to be absent or present. In Latin it is absens, præsens.

" But I won't tell you any more Latin words now ; but what I want to tell you is, that as to-morrow is your birth-day, I am going to give you another nice book, full of Latin words, all like English. And now we shan't say the Play-Lessons any more, you know them so well, but we'll begin these new Latin lessons to-morrow."

Here I wish to observe, that I would be very careful not to let the child see any of the five volumes which compose

this Introduction to the Latin Language, but as he comes to use them. Novelty and variety are very pleasing at any age, and an important use may be made of them in education. I would therefore, if possible, only let the child see the five volumes in succession, as he came to use them; and when he had finished his first Latin book, the '*Selectæ à Veteri*,' I would then make him a present, as a reward, of the five volumes in a *case*. On the *case* is inscribed: '*The Latin Treasure*.'—He would now be seven years old, and would be capable of appreciating this treasure. He would not yet have seen the Appendix, and that would form an additional novelty.

I also think it of importance to fix particular epochs for beginning children's studies; and it is for this reason I fix on their birth-day. They will recollect this with pleasure as they grow up; and it will be a fresh incitement to them to continue what they then began.

I now proceed to explain how I use the English-Latin Vocabulary. It is much the same as with the Play-Lessons.

I begin with the First Decad, No. I., and this number forms the first lesson. I say aloud: *Absens*, absent; *absentia*, absence; *absurdus*, absurd, etc. When I get to the end I say: "Now say it back again." *Abutor*, I abuse; *abutens*, abusing, etc. I stick to this method of saying the words back again. It is a repetition, and more amusing to the child than if you made him say it just over again; and also prevents him remembering words by rote, because they are in a particular order. When he has said the words back again, the first lesson is done.

The second lesson, No. II., is said the same way, and the first repeated once. But when you have said the fourth lesson, No. IV., and repeated No. III. with it, then your FIFTH lesson, the following day, is the three first Nos. once



over, by way of a repetition ; like the four lessons all together that you used to say in the Play-Lessons.

Your **SIXTH** lesson will be No. V. and No. IV. repeated. Your **SEVENTH**, No. VI. ; your **EIGHTH**, No. VII. with the preceding ones repeated each day.

But now your **NINTH** lesson will be a repetition of Nos. IV. V. and VI. once over.

Your **TENTH** lesson will be No. VIII. and No. VII. repeated ; your **ELEVENTH**, No. IX. ; your **TWELFTH**, No. X. with the preceding ones repeated each day. And now your **THIRTEENTH** and last lesson, in this first Decad, will be the four last Numbers, VII. VIII. IX. X.

So every Decad will contain just thirteen lessons.

I think this repetition enough, because the Latin words are so like the English, that they can scarcely be forgotten when once learnt ; and besides, the child is to return to this Vocabulary at a later period, as I shall mention presently.

As there are 25 Decads, and each has 13 lessons, that makes in all 325 lessons ; so that this English-Latin Vocabulary will occupy the child nearly a twelvemonth. And, as he has four other Vocabularies besides to learn, during this year, from five to six, which contain all together about 365 lessons, so now he must take two Latin lessons a day. As he must still go on with his English spelling and reading, every day after breakfast, so now it will do him no harm to have a Latin lesson before breakfast. It will only last a few minutes, like all the others.

His first Latin lesson then every day, beginning on the day he is five years old, will be before breakfast, and will consist of a Number out of the English-Latin Vocabulary, as I have explained above.

## THE GRAMMATICAL VOCABULARY.

This Vocabulary is divided into Nine Sections, each of which contains more than 20 lessons, and the whole number of lessons is 208. They are to be said like those in the preceding Vocabulary, only that there is to be no repetition of three or four of them together. I think this unnecessary, because this Vocabulary is nothing but examples of all the Parts of Speech formed into little lessons; and therefore, when the child comes to the 'Elements of the Latin Language,' he will have all this over again. The lessons then, in this Vocabulary, will be all straight-forward work; and as there are 208 of them, they will be done in 208 days. I repeat each four times over, like the Play-Lessons, backwards and forwards; and after the second lesson, I always go on repeating that of the day before. For example—This Vocabulary begins with Pronouns: No. I. Ego, I; tu, thou; ille, he; illa, she; Nos, we; vos, you; illi, they; illæ, they. I first say the Latin by itself: Ego, tu, ille, illa; Nos, vos, illi, illæ. Then the Latin and English together: Ego, I; tu, thou, etc. to the end. Then back again; then the Latin once more.

No. IV. Ego amo, I love, etc. First the Latin: Ego amo, tu amas, ille amat; Nos amamus, vos amatis, illi amant. Then Latin and English, and so on, all through the Vocabulary. With to-morrow's lesson, this over again, Latin and English, once.

Observe to make the child read the titles of all the lessons. For example—"No. IV. Verb: First Conjugation, Amare, to love. Active Voice, Amo, I love; amavi, I have loved. Indicative Mood. Present Tense. Singular, Plural."

You need say nothing to him about these titles, only always make him read them.

In this way the Grammatical Vocabulary will be finished in 208 days, or about seven months; and during that time it will form the child's second Latin lesson, every day, just before dinner.

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## VOCABULARIES

### Of NOUNS, ADJECTIVES, and VERBS.

Here, as I have already observed, we shall find ourselves en pays de connoissance, among old acquaintance, since a great part of the words in these three Vocabularies have been already learnt in Mamma's Latin Rhymes.

I do not think it necessary, therefore, to say these lessons four times over, first the Latin, then English and Latin, etc. but merely the Latin and English, forwards and backwards, and the lesson of to-day repeated to-morrow. But then I think it advisable to have a regular repetition of four lessons at a time. So when you have said No. V. in the Vocabulary of Nouns, first declension, your sixth lesson will be the four preceding ones. Your ninth lesson will be V. VI. VII. VIII. I have put marks for this on purpose, as 6th. 9th. etc.

Thus you will go on till you come to the third declension, and there you will perceive a difference, which consists in the genitive case of all these Nouns being marked. A considerable difficulty of the Latin language arises from the great variety of ways in which the genitive case of.

Nouns of the third declension, and the perfect tense of Verbs of the third conjugation, are formed. And this seems a curious coincidence, that there should be more Nouns of the third declension, and more Verbs of the third conjugation, than of any of the others ; and that, moreover, they should both be the most irregular. I have never met with any reason for this, nor any conjecture about it.

You need not pay any attention to this genitive at present, but just read on the lessons, as in the preceding declensions.

However I must tell you, that here you will meet again with almost all the monosyllables ; for, with the exception of *vir*, *res*, and *spēs*, they all belong to this third declension. You may remark this to the child, and exclaim : “ Bless me ! if there isn’t all our little words that we first began Latin with, all got here ! ” *Mons*, *montis* ; *fons*, *fontis*, etc.

When you come to the Vocabulary of Verbs, you will say all the lessons as before, with a regular repetition of four at a time ; but you must also observe, that you not only say the present tense, but also the infinitive of each Verb, as : *æstimo*, *æstimare*, to value ; *ambulo*, *ambulare*, to walk ; and so on through all.

These Verbs of the first conjugation are all regular, making the perfect in *ævi*. But when you come to the second conjugation, you will see that some of them are irregular. These I have marked, by putting the perfect tense, in the third person singular, under the lessons, as : *mulsit*, *luxit* ; he soothed, it shone : from *mulgeo*, *luceo*. These you can point out to the child, and make him say them ; but it would be useless to tell him they are irregular, and that they are in the perfect tense, for that he could not understand.

The Verbs of the third conjugation may be said to be all

irregular, since they cannot be reduced to any general rule. Here you will find the perfect tense marked throughout, something like the Catch-words in the Play-Lessons.

The Verbs of the fourth conjugation are mostly regular; so at the end of them I have put a few Participles for a variety.

The reason why there are not more Nouns, Adjectives, and Verbs in these three Vocabularies, is, because all those which occur in the First Part of the '*Selectæ à Veteri*' are omitted here, and are collected in the Third Part of the Introduction to the Latin Language by themselves.

After the Verbs of the four regular conjugations follow a few Deponent Verbs.

The number of lessons in these three Vocabularies, reckoning the repetitions four at a time, will be about 158; which, added to those of the Grammatical Vocabulary, 208, make 366: just enough for a lesson a day for one year.

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I now return to the English-Latin Vocabulary; the 25 Decads of which are to form the child's first Latin lesson every day during this same year. The lessons are 325, so that at the end of the year there will be forty days to spare; and I shall say something of them further on.

The first time you make the child say this English-Latin Vocabulary, the only use you can make of it is, to make him acquainted with a great number of Latin words, to teach him their meaning, to show him gradually how the English language is derived from the Latin, and to improve him in his native tongue. But I will venture to assert, that

anybody, who would enter into it properly, might find in this Vocabulary an inexhaustible mine of grammatical, philological, rhetorical, logical, and philosophical investigation. This may appear extravagant, but I will now explain my meaning : and I will begin by quoting a Letter of Lord Chesterfield's, which I have inserted in my " Letter to the Earl of Shrewsbury," note (1).

### " LETTER XVII.

#### " STUDY OF LANGUAGES.—LATIN RADICALS.

" The shortest and best way of learning a language is to know the roots of it ; that is, those original, primitive words, of which many other words are made, by adding a letter or a Preposition to them ; or by some such small variation, which makes some difference in the sense. Thus you will observe, that the Prepositions *a*, *ab*, *abs*, *e*, *ex*, *pro*, *præ*, *per*, *inter*, *circum*, *super*, *trans*, and many others, when added to the primitive Verb or Noun, alter its signification accordingly : and when you have observed this in three or four instances, you will know it in all. Thus, in the paper I send you, you will observe, that the Verb *fero*, I carry, is the root of sixteen others, whose significations differ from the root only by the addition of a letter or two, or a Preposition ; which letters or Prepositions make the same alteration to all words to which they are added. For example : *ex*, which signifies out, when joined to *eo*, I go, makes *exeo*, I go out ; when joined to *traho*, I draw, it makes *extraho*, I draw out : and so in all other cases of the same nature. The Preposition *per*, which signifies through, when joined to a Noun or Verb, adds that signification to it. So added to *fero*, it makes *perfero*, I carry through ; to *facio*, *perficio*, I do thoroughly, I perfect, I complete. Added to Adjectives, it has the same effect, as : *difficilis*, hard ; *perdifficilis*, very hard : *jucundus*, agreeable ; *perjucundus*, most agreeable.

" If you attend to these observations it will save you a great deal of trouble in looking in the Dictionary. What you chiefly want, both in Latin and Greek, is the words, in order to construe authors ; and therefore I would advise you to write down and learn by heart, every day, for your own amusement, ten words in Greek, Latin, and English, out of a Dictionary or Vocabulary, which will go a great way in a year's time."

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When the reader has considered this letter, I will request him to turn to the Appendix, No. VIII, and No. XI; in each of which he will see a very ample illustration of these remarks of Lord Chesterfield. You will also see from them what great use may be made of the derivation of words in learning a language; and, in particular, how greatly the acquisition of the English language may be promoted by studying the words in it which are derived from the Latin.

With the same view, I will also desire you to examine the Appendix, Nos. III. IV. V. and VI. all through.

Now turn to the English-Latin Vocabulary, and read the preliminary article, "On the Derivation of English words from the Latin." Then examine the Decads a little, and you will soon be convinced that the words of which they are composed, are a very good illustration and exemplification of what you have been surveying in the different Numbers of the Appendix: that is to say, that some of them are primitive, others derivative, some simple, others compound. You will then be inclined to admit that, independently of the use of this Vocabulary for learning the English language, what I have said of it is not very extravagant. For what is more the business of grammar, of philology, of rhetoric, of logic, and of philosophy, than to examine into the nature of language, and into the true meaning and import of words, and thus to learn to employ them with proper effect?

I will say a word about rhetoric by itself. Dr. Johnson observes, in the Preface to his Dictionary, that "the original sense of words is often driven out of use by metaphorical acceptation:" and everybody, who has thought on the subject, will admit, that nothing can be of greater importance to a learner, than to be accustomed to trace this secondary

or figurative meaning of words from their primary or literal sense. The chief ornaments of rhetoric are figures of speech; and how can a scholar better learn to use them to advantage, than by thus early and insensibly familiarising himself with the knowledge of them? For this purpose, I have placed up and down, at the end of different words in the English-Latin Vocabulary, the syllable *fig.* for figurative, merely wishing to draw the attention of the learner to this interesting subject. I have done the same in No. IV. of the Appendix.

I have already mentioned the only use which can be made of the English-Latin Vocabulary with a child from five to six years of age. Perhaps it would be necessary to wait till he was ten or more, before he could derive the full advantage from it that I will now explain.

When I judged that my pupil had sufficient capacity to understand this Vocabulary, I would take it up, and first show him the preliminary sketch of the Derivation of English words from Latin. I would read it over with him attentively, and would then say to him: "You know that a great many English words are derived from the Latin, and that some Latin words are derived from other Latin words. Now this Vocabulary can show you something of both those derivations. For example, No. I. the first word, *absens*. It is derived from *ens*, being the Participle of *sum*, though not used, and *ab* or *abs*, from or away. A person who is absent, is away from us.

*Præsens* is the opposite, from *præ*, before. A person who is present, is before you, in your sight.

*Absentia* is a Noun ending in *tia*, from which English Nouns in *nce* are derived. See the Prelim. Art. Nouns.—It is also one of those Nouns called Abstract Nouns, which are formed from Adjectives. See Appendix, No. IV.



Absurdus becomes English by dropping *us*. See Prelim. Art. Adjectives.—Most Adjectives in Latin end in *us*; but there are a great many with other endings. Absens and absurdus are instances of both.

Abundans, from unda, a wave; for nothing is more abundant than waves. It is also a Participle used as an Adjective, from abundo. And you see it becomes English merely by changing *s* into *t*.

Abundantèr is one of those Adverbs from which English Adverbs in *ly* are derived; which are very numerous.

Abundo. Here you see, to make the English word, the *o* has been transferred from the end into the middle: I abound.

Abusus; going from the proper use of a thing.

Abutens. All the present Participles in Latin end in *ans* or *ens*; and in English in *ing*.

So much for No. I.

When I got to No. III. admirabilis, admoneo; these are compound words, formed by joining *ad* to *mirabilis* and to *moneo*. We have not taken the simple words from the Latin, but the compounds.

No. IV. Adoratio. *Os* means the mouth; so people used to adore or worship, by kissing their hand: *manum ad os movere*; hence *adorare* and *adoratio*.

Adventus. This word in Latin means arrival; but it is applied in English to signify a season of the year in which Christians celebrate the coming of Christ; the four weeks before Christmas.

Adversa, adversity. These are figurative or metaphorical words; from *adversus*, against. What comes against you may hurt you, or afflict you. Affliction is also a figurative word, for its primitive or original meaning is to throw or dash against.

Here is a sample of the way in which I would use this English-Latin Vocabulary, when the child was fit for it. Perhaps I should get over five Numbers, or half a Decad, with him at each lesson; so that I should finish the whole in fifty lessons. And I think nobody will deny that such an exercise would not only bring him on very much both in Latin and English, but would also open and enlarge his mind, and prepare him as much as any thing for rhetoric, logic, and philosophy.

Note. Whenever a Verb Deponent occurs, I have put dep. after it.

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Having thus gone through all the Vocabularies, I will now take occasion to mention, that I think I have made two discoveries respecting languages in general, which, if properly attended to, might contribute very much to facilitate the learning of any particular language. I call them discoveries, because though I have seen hints of them in books, yet they were so little insisted upon, or expanded, that no useful application of them could be made. In order to explain the first discovery, I must first mention, that if you will look at the Title-page or Preface of any well-known Dictionary, you will generally see that the author boasts of having collected together ever so many thousand words; and if it is a new edition after the author's death, the editor declares that he has enriched it with many thousand additional words. So, in the Title-page of the thirteenth edition of Schrevelius's *Lexicon*, London, 1781, I read: *Vocabulorum UNDECIM QUASI MILLIBUS AUCTUM*; that it has been increased by about 11,000 words. And

the authors of many Dictionaries declare, that their work contains thirty, forty, or fifty thousand words.

Now my first discovery is: that in no language whatever, either in speaking or writing, do men ever employ more than about five or six thousand words. When I assert this, I mean, of course, to restrict my assertion to the common, usual words that are employed in daily conversation, and which are met with in books that are in everybody's hands; such as histories, poems, sermons, religious books, miscellaneous writers, novels and romances, and, in short, every branch of what is called the *Belles-Lettres*. If you go to read a work on chemistry or mechanics, on logic or natural philosophy, or any other art or science, theology, law or medicine, fortification or agriculture, you will meet, of course, with a number of technical terms, which nobody thinks of looking for in a common Dictionary; and many of which you would not find, though your Dictionary might have been edited many times; though it was '*undecim quasi millibus auctum*,' and said to contain fifty thousand words. In like manner, if you were to make a campaign with the duke of Wellington, or a long cruise with admiral Nelson, for the first time in your life, however thoroughly you might have studied the English language, you would probably hear a number of words and phrases in conversation which were quite new to you, and which you had never dreamt of. Technical terms, therefore, I have nothing to do with.

But what is the conclusion, with respect to learning languages, which I draw from this fact? It is this. If you could get together the five thousand common words belonging to the language you are going to learn, and would arrange them in 50 lessons, 100 words in each, and would set yourself to learn a lesson every day—by learning a

lesson, I do not mean learning it by heart, but reading over the words attentively, first to yourself, and then aloud, examining them, comparing them, and studying them; all which you might easily do in half an hour: and if besides you would think about them during the day, and look at them five or six times—I say, if you would do this, in fifty days you would learn your 5000 words; for fifty hundred is the same as 5000. In six or seven weeks therefore, by this simple, easy method, you would know almost every word in the language you are going to learn, that you would ever have occasion to know.

My second discovery is, and I have noticed it in the “Letter to the Earl of Shrewsbury,” that if you will examine any printed page of a book, or would take down a page of anybody’s conversation, you would find that the Indeclinable Particles, that is to say, the Adverbs, Prepositions, and Conjunctions, always compose AT LEAST A FOURTH of it. The number of these Particles is not great. In Latin:

Prepositions (about)	. . . . .	40
Conjunctions	. . . . .	80
Primitive Adverbs	. . . . .	200
		<hr/>
		320
		<hr/>

And these words never change. So that if you would learn well by themselves these Indeclinable Particles, you would know at once, ONE FOURTH of all the words you will ever read in a page, or hear spoken, in any particular language.

But besides these Indeclinable Particles, there are the

Protonis, which are declined, and which occur as often, or perhaps oftener than they. In Latin they are only 18, and therefore, if you would learn them along with the Particles, you would then know AT LEAST A FULL THIRD of the written or spoken words as above.

I do not say that when you had acquired this knowledge you would know the language. You would have besides to learn the inflections, or variations of words, that is to say, the declensions of Nouns and conjugations of Verbs: and perhaps you would think it necessary to make a tour with Dr. Syntax, in search of picturesque rules for the agreement and government of words in a sentence; which, however, is much better learnt from a collection of Examples, from an attentive perusal of the best authors, and by use and practice, if necessary. But I do say and maintain, that you would learn a language much easier and sooner by thus restricting yourself to a certain number of useful words, and by dividing them into classes, and thus seeing before you at once the whole extent of your undertaking, and all its parts, than by beginning to learn a dull Grammar, of which you learn ten dull lines every dull day, without understanding a word of it, or knowing what you are about. After which dull and heart-sickening process for about a twelvemonth, you then begin to make Exercises with a blunder at every other word, and try to construe an author by groping through the lethæan and tartarean labyrinths of a Lexicon, ‘*Vocabulorum undecim quasi millibus auctum.*’

But I will go further, and say, that even this easy method may be made still easier and shorter. In order to explain this, I observe, that all the words in a language may be said to be of four kinds: primitive, derivative,

simple, and compound. By primitive words in a language, I understand such words as cannot be traced any farther in that language. Thus, the English words, man, woman, house, though they might be traced perhaps to the Dutch, German, Saxon, Teutonic, etc. are primitives in English.

But if I say next: manly, womanish, houseless; here are three derivatives; words evidently derived from the primitives, man, woman, house, by the addition of those three syllables, *ly*, *ish*, *less*.

Simple words are the same as primitives, and are called so only to distinguish them from compound words. For if I say next: manlike, womankind, housewife; here are three new words, which are not *derived* from man, woman, house; but are *compounded* of them and of three other words, *like*, *kind*, *wife*.

The primitive words in any language are comparatively few; the derivatives form much the greater number.

Now suppose I was going to teach a Frenchman English. I would begin by saying something to him about language in general, and of the different sorts of words of which it is composed; Nouns, etc.: and would give him also the explanation just set down. I would then put into his hands, not a collection of the 5000 common words, as above, but merely a collection of the **PRIMITIVE** words of the English language selected from those 5000. These would probably not amount to more than 2000. I do not think they exceed that number in any language. I would then say: "Now if you learn these primitives well, you will know all the **COMPOUND** words of course. For if you know what *man* and *like* mean, when separate, *woman* and *kind*, *house* and *wife*, you can certainly easily guess, with a little reflexion, and by the meaning of the other words

in the sentence, what they signify when they are joined together. So if you meet with *rosy-fingered* morn, or *laughter-loving* dame, and you know what *rose* and *finger*, *laughter* and *love*, signify, I think you will be at no loss to ascertain the meaning of those compound epithets. With a little practice, and turning back to your primitives, you could not but soon find this very easy." I would then say to him: "Now, as to the derivatives, that is a little harder; but, from the examples above, you will see that a great number of words are derived from primitives, merely by adding *ly*, *ish*, and *less* to them. Most Adverbs which are derived from Adjectives end in *ly*. There are a few other similar terminations, as: *y*, health, healthy; might, mighty; in *some*, trouble, troublesome: and these are all Adjectives, as well as those in *ly*, *ish*, and *less*.—Nouns derived, generally end in *ness*, *hood*, *ship*, *dom*, etc. as: whiteness, manhood, lordship, kingdom."

Having told him this, and taught him the pronunciation of the words, I would then set him to learn his 2000 primitives, 100 a day; the Indeclinable Particles also apart; and the conjugation of the Verbs, both regular and irregular: and then putting an easy book into his hands, would leave him to learn the English language by himself, without any further need of Master, Grammar, or Dictionary.

In a dead language of course this would still be easier, because the learner would be under no anxiety to talk the language, or to learn familiar phrases and dialogues.

I have met with the following enumeration of the words in the English language, though I have also seen another very different. There are in the English language about 40,000 words, as follows:—

Nouns . . . . .	20,500
Pronouns . . . . .	40
Adjectives . . . . .	9,200
Verbs . . . . .	8,000
Adverbs . . . . .	2,600
Prepositions . . . . .	69
Conjunctions . . . . .	19
Interjections . . . . .	68
Articles . . . . .	2
	<hr/>
	40,498
	<hr/>



## PART II.—VOL. III.

## ELEMENTS OF THE LATIN LANGUAGE.

THE object of this Second Part. of the Introduction to the Latin Language is to supersede the use of the common Grammars; to give the learner a clear idea of the several Sorts of Words of which the Latin language is composed; and, by means of numerous Examples, to improve and perfect him in what he has already learnt from the Grammatical Vocabulary.

This Volume is not divided into lessons; as the Examples under the different Sorts of Words seem to point out the proper lessons sufficiently of themselves; and, moreover, I do not exercise the child in these Elements in the same way as in the Vocabularies.

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## WORDS FROM THE 'SELECTÆ E VETERI.'

I have mentioned above, that the English-Latin Vocabulary contains 325 lessons, and that the child is to begin it the day he is five years old, and to say one lesson a day. When it is done there will remain forty days to the end of that year. It is during these forty days that I would put the Elements into the child's hands; and also make him learn the words out of the 'Selectæ e Veteri,' which form the Third Part, and Fourth Volume, of this Introduction.

These words are classed in 25 lessons; so that, by saying one a day, you may, in forty days, get over them all once, and more than half of them a second time.

They would succeed to the lessons in the English-Latin Vocabulary every day before breakfast; and, considering that the child would be familiar with a great many of these words, from having learnt many of them in the Play-Lessons, and particularly in Papa's own Latin Phrases, he would soon know them.

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It is during these forty days also that I would introduce the child to an acquaintance with the Elements. Some time in the day, two or three times a week, might be found for that purpose. I would first tell him, that there are

Seven Sorts of Words in Latin, and their names; then show him each in its proper place. I would make him say over the Grammatical terms at the beginning, and show him how they are the same as in the Grammatical Vocabulary. I would point out the Declensions, with the Singular and Plural, and the six Cases; the Pronouns all collected together, and regularly declined; the Adjectives, and, in particular, the Comparison of Adjectives: then skim over the Verbs, only pointing out how they are regularly conjugated at full length.

His attention must be particularly directed to the Irregular Verbs, which he has not yet seen, and to the Impersonals.

When you come to the Indeclinable Particles, you may tell the child, or you may tell him from the first, that all that is contained in the Elements is hardly any thing but what he has already learnt in the Grammatical Vocabulary.

With the exception of the Irregular Verbs and Impersonals, there is indeed nothing else in Section I.

As to Section II. of the Elements, which supplies the place of Construction, or Syntax, in the common Grammars, that I leave quite aside for the present.

I am not therefore in any hurry to give the child regular lessons in the Elements, but I am very anxious that he should begin his first Latin Book **THE DAY HE IS SIX YEARS OLD.**

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Till my new edition of the '*Selectæ & Veteri*' is published, which will be divided into 150 Lessons, I can only recommend that you should try to make the child explain a page a day. He already knows all the words, and is

familiar with a great many phrases in the first thirty pages, so that it will be an easy task, and certainly will not occupy him more than half an hour.

Here is the way I proceed. I set the book open before him, and seat myself beside him. Besides the '*Selectæ è Veteri*,' I have lying on the desk the volume of Words and Phrases from the '*Selectæ è Veteri*,' open at the proper place, and also the Elements. Then with an ivory knife, pointing to the book, I read out aloud: *Selectæ è Veteri Testamentò Historiæ*. He repeats it distinctly after me. I then take each word by itself: *Historiæ*; and then I wait for him to say the English. If he say it, well and good. I go on to the next word: *Selectæ*. If he does not know the English, I point it out to him in the Word-Book, which is lying open before him. I go on to *Pars Prima*. *Creatur mundus. Homo et mulier formantur*.

Then I read the first sentence to the end. The child repeats each word after me as I go on. I then begin to make him explain it in English. I take one, two, or more words at a time. *Deus omnipotens*; he repeats it, and says the English if he can: *creavit*; *sex diebus*; *cælum et terram*; *et omnia*; *quæ*; *in eis sunt*.

So I go on till the lesson is done.

But before I begin the lesson, I make him say over all the words at the HEAD of it, and their meaning in English; and when the lesson is done, I also make him say the words at the END of it.

I must also inform you, that it is before I begin the lesson each day that I make the child say a portion of the Elements always. For example: before the first lesson in the '*Selectæ è Veteri*,' I make him decline *Rosa*, a rose; and that is all. I lay the Elements on the

Selectæ, and make him read over the declension of *Rosa* once. Then I take the Elements away, and we go on with the Selectæ. I do the same every day, till we get to the Verbs, and then I make him read the conjugation of a Mood each day before the Selectæ. In this manner I get through the Elements, Section I., in about three months. And as the child is to be a whole year with the 'Selectæ è Veteri,' so I get over the Elements four times with him in that time. This is the only way in which I make him learn the Elements.

When we have got over about seven or eight lessons in the 'Selectæ è Veteri,' down to the history of Abraham, I then begin a repetition of it; so that we have now two Latin lessons a day, each of about half an hour.

And here I am obliged to confess, that I now begin to impose a much harder task upon parents, and indeed more than the generality of them would be able to accomplish. For whether I look to those parents who have nothing to do but to pass the day as they like, or to those who have some constant occupation or other, at least in the mornings, how can I expect that they can devote two half hours daily to this purpose? I do not expect it. But assistants or tutors may be had. And here I cannot help mentioning an idea which has occurred to me. What a desirable thing it would be; that young women who are destined for Governesses should learn Latin! Any young woman who has had a common education, and has moderate abilities, might surely learn quite enough Latin, by my method, in a twelvemonth, to teach it to any boy, and go through the 'Selectæ è Veteri' with him. All that she would want would be to have the pronunciation taught her. All the rest she could learn herself.

But I now return to the lessons in the 'Selectæ è Veteri.'

The child is to begin it the day he is six years old; and, of course, a new hour must be fixed for it. He breakfasts at half past eight, and immediately after he still goes on with his English: spelling and reading. Suppose then we say from half-past ten every morning till eleven, for the *Selectæ*. When he has gone on a week, then must begin the repetition; and suppose we fix twelve o'clock for that.

At the same time I would not give up the first Latin lesson before breakfast. Half the lessons in the *Selectæ Word-Book* still remain to be said over for the second time; and when they are done, it is time to begin the Phrases from the *Pars Secunda* of the *Selectæ*.

With respect to the Repetition-Lessons of the '*Selectæ è Veteri*,' (besides the advantage of the repetition,) by thus treading close on the heels of the first lessons, when you have got over the book once, you have got over it twice.

## PHRASES

From the *PARS ALTERA* of the '*SELECTÆ E VETERI*.'

When the words out of the *Pars Prima* of the '*Selectæ è Veteri*' have been got over for the second time, which will be in about ten days after you have begun to explain the *Selectæ*, then is the time to think of the Phrases out of the *Pars Altera*, in order that the child may be prepared for it. The *Pars Altera* is much more difficult than the *Pars Prima*, particularly the first half of it, as far as the history of David. In fact, I suppose it to be full as difficult to construe as any of the Classics. With the history of David it gets easier again.

I make the child say the Phrases just in the same way as the English-Latin Vocabulary. He says the first lesson

once over, Latin and English, and then back again. Next day, the second lesson in the same way, and the preceding one, once over. When you have said No. V., then the 6th lesson consists of the four first. The 10th lesson is the four preceding ones, after you have said the 9th; and so on. To avoid mistakes I have marked these lessons. The number of Phrase-Lessons, without repetition, is 52; and with the repetition, just 64. The number of pages in the *Pars Prima* of the '*Selectæ à Veteri*,' is 72; so that, supposing you to say a page a day, and not to take up the Phrases till ten days after you have begun the *Selectæ*, you would just be able to get over them, for the first time, about the time you had finished the *Pars Prima*. But you would get over them sooner than that, for a reason I will now mention.

Though I would always keep up the Latin lesson of Words or Phrases, before breakfast, every day of the year, since it only lasts a few minutes; yet, when I come to make the child explain two lessons a day out of the *Selectæ*, each of half an hour, I think that on Sundays and holidays those lessons should be omitted. By holidays I mean the Catholic holidays, when Catholics are obliged to go to prayers, the same as on Sundays. Prayers are generally at ten or eleven o'clock, and therefore the time fixed for the *Selectæ* lessons could not be had; and it would be too hard on the poor child, however easy they may be, to set him to them at any other time. There are 52 Sundays in the year, and ten or twelve holidays, making in all about 64 days, or two months, without any *Selectæ* lessons. It will take about 72 days to get over the *Pars Prima*, to which you must add about 13 days for the Sundays and holidays that would occur, making in all about 85 days to get over the *Pars Prima*. But I have said, that you would get

over the Phrases, for the first time, in 64 days; so that you will have 21 days more to get over some of them again for the second time, before you begin the *Pars Altera*; which I would advise you to do. When, in reading the *Pars Altera*, the child all of a sudden pops on one of these Phrases, he is quite delighted, and exclaims: "O there's one of our old phrases!" Or, if he does not recognise it, the teacher reminds him of it, and points it out to him in the *Phrase-Book*. For, as when we are saying the *Pars Prima*, I always have the *Selectæ Word-Book* lying open, to point to the words the child has forgot; so, when we are saying the *Pars Altera*, I have the *Phrase-Book* open for the same purpose.

As the *Pars Prima* will thus be finished in about 85 days, so the *Pars Altera* will take up the same. That is to say, that, in 170 days, or in about five months and a half, you will have got over the '*Selectæ à Veteri*' for the first time, and in ten days more for the second time.

In the mean while you will have been going on with the Phrases before breakfast for the second time, till they are done.

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## CONSTRUING.

When you have got to the history of David in the *Par* Altera for the second time, you may then begin to say something to the child about CONSTRUING; for till then, I merely make him explain the Latin words, taking them after me, without saying a word to him about their construction or position in the sentence. But now I begin to talk to him about the Nominative Case and the Verb.

For example, we read this sentence: '*Goliathus Philistæus provocat Israelitas ad singulare certamen.*' Here the construction of the words is quite easy, just the same as in English. But I say to the child: "You know that the words in Latin are not always put in the same way as in English: sometimes one word must be taken first, then another; and that is called Construing. Now, the first thing is to find the Nominative Case, and then the Verb. Now which is the Verb in this sentence: *Goliathus, etc.*?" Perhaps he won't know directly, such is the natural imbecillity and inattentiveness of children! however well they may have been taught a thing. But at last he guesses *Provocat*. Then you say: "Well then, that's the Verb, and *Goliathus Philistæus* is the Nominative Case, which must always be taken first. So, *Goliathus Philistæus*, Goliath the Philistine, *provocat*, provokes, *Israelitas*, the Israelites; and then the rest of the sentence follows of course." In this way, partly telling him, and partly asking him, you will gradually get him to understand the construction.

But you must observe to him, that it is sometimes one word, and sometimes two, as above, that form the Nomi-

native Case; and, moreover, that when a sentence begins with any of those words, *itaque, igitur, nam, sed, autem, verò, etc.*, or that they come near the beginning, they must generally be taken first before the Nominative.

This leads me to say a few words on the construction of words in general.

Grammarians and philosophers who have treated this subject observe, that there are two ways in which words may be placed in a sentence; one which may be called Intellectual or Analogical, the other Transpositive. The first seems to follow more directly the train of our ideas, or to be analogous to them. Thus, when I say in English: Darius conquered the Parthians; that is the only possible way in which I can express that sentence in English. But in Latin you may say the same in five different ways, with the same words: Darius vicit Parthos; Vicit Darius Parthos; Darius Parthos vicit; Vicit Parthos Darius; Parthos Darius vicit: all equally intelligible and equally classical. Again: I received your letters: Accepi literas tuas; tuas accepi literas; literas accepi tuas: all used by Cicero.

The other mode of construction is called the Transpositive, because it seems to us that the words are transposed, or put up and down in a different way from what they ought to be. A question has arisen, which is the most natural; and, strange as it may seem to us, it appears to be the Transpositive: for this reason; because when a speaker or writer is left at liberty to place his words as he likes, he will naturally place them, particularly if he is under any excitement or emotion, just where they will produce the most effect. That the Greeks and Romans paid great attention to this, could easily be shown from every part of their writings. And it has also been practised, as far as our language would allow, by Milton and others.

But however this may be, it is from this transpositive mode of construction that the great difficulty in explaining Latin arises to beginners. It is also called Inversion. There is also another difficulty of frequent occurrence, which is named Ellipsis, from a Greek word that means *leaving out*. Thus you may say in Latin: *misit qui diceret*, he sent somebody to say; *aliquem*, somebody, being left out, or understood. I remember that my eldest boy, when he was explaining the 'Selectæ è Veteri,' was quite indignant at this. When a passage came where there was an Ellipsis, he would exclaim: "But where is the word? where is it?"—"O," said I, "it is understood, that is the difference of the two languages."—"Understood!" he would cry out again; "why what a foolish language this is! why don't they put in the words if they want to be understood?" I will also mention, that he took notice of the transposition, or inversion, before we had got over the *second* page of the 'Selectæ è Veteri;' though the words in the Pars Prima are all put, as much as possible, in the natural order, as we call it, on purpose to make it easy. For he said to me: "What a strange language this is, Papa! all the words seem to be put up and down, and backwards and forwards."

I was very much pleased with these observations from him; and this gives me an opportunity to say, that I think it infinitely better to bring a child, or any learner of a language, to explain a regular work in that language as soon as possible, than to make him explain detached sentences, or do exercises, in order to teach him the declensions and conjugations. This observation applies to all such books as: *Sententiæ Pueriles*, *Delectus Sententiarum*, *Exempla Minora*, *Latin Construing*, etc. etc.

In the first place, a work is a work; it is something

complete in itself from the Title-page down to the Index ; it is a whole divided into its proper parts, Chapters and Sections. This you may point out to a child, and it will help to enlarge his understanding. Secondly, to read a book through is an object of ambition : it is in a book that he is to seek for amusement and instruction as long as he lives. When the book is done, you may give it to him, and say : “ Now you have read this book through three times ; you understand it all ; you can read a book in Latin just as well as in English ; put it in your little box, along with Sandford and Merton, or the History of the Bible, and take it out and read it now and then.”

And every now and then I would take it out, and would say to him : “ I want you to read to me in Latin how Cain killed his brother Abel ; how Abraham was going to immolate his son Isaac ; how Joseph made himself known to his brothers ; how Gideon defeated his enemies with lamps and pitchers ; how Tobias set out with his dog, etc.” Here is something both substantial and amusing to have recourse to. But I cannot see that a collection of detached sentences, without any connexion between them, has any of these advantages.

And when you consider besides, that this first Latin book was made on purpose for children, by the advice of a learned and pious man, who had been employed in the education of youth for above forty years, and that it was composed by another learned man, also a teacher, and famed for his Latin compositions, I think you will be inclined to admit that a better book could not be selected for the purpose.

Neither do I think it a bit more difficult than detached sentences, but even easier, because it is suited throughout to the capacity of children, and only gets more difficult by

degrees. And, moreover, according to my method, the child should have read it over in English before he begins it in Latin.

But it is time that I should return to the lessons in the 'Selectæ è Veteri,' and the Phrases.

With respect to the 'Selectæ è Veteri,' you have thus, in about five months and a half, got over it all once; and you only want ten days to have got over it twice. You must not wait for these ten days to expire, but must immediately begin it again for the third time.

And now I make the child explain his lessons with more care. I endeavour to make him construe every sentence; and I make some attempts at PARSING. I always have the Elements lying open, and principally at the Verbs. I make him read the first sentence: *Deus omnipotens creavit sex diebus cœlum et terram et omnia quæ in eis sunt.*

Which is the Nominative Case? *Deus omnipotens*; Almighty God.—The Verb? *Creavit*. Now what is *creavit*? You know it is from *creo, creare*; like *amo, amare*. Here it is in the Perfect Tense, Indicative Mood. Say it. *Amavi, amavisti, amavit*. Now: *Creavi, I created; creavisti, thou createdst; creavit, he created*. What is *diebus*? Look here at the fifth declension: *Res, etc.* all through to *Rebus*.—*Sunt*: say that. *Sum, I am; es, thou art, etc.; sunt, they are.*

So I go on, more or less, with every sentence; chiefly pointing out the tenses of the Verbs, and making the child conjugate them as above. In this way you will get over the 'Selectæ è Veteri' in five months and a half more, reckoning in the Sundays and holidays, for the third time. And thus the child will have finished his First Latin Book by the time he is Seven Years old.

But I must return to the Phrases. You got over them once before you had quite finished the *Pars Prima*, and you had about 20 days over to go on with them a second time. The *Pars Altera* takes 85 days; and as there are only 64 Phrase-Lessons in all, and you have 20 days in advance, you will have finished the Phrases, for the second time over, three weeks before you have got over the *Pars Altera*, and then you may have done with them for good.

But what then will be the child's Latin lesson before breakfast now?

I must beg of you to remember the Elements of the Latin Language, and that it is divided into two Sections: I. Of Words; II. Of Sentences. Of the second section we have not yet taken any notice.

This section is intended to supply the place of what is called Syntax in the common Grammars. It is composed entirely of a collection of Examples of the Agreement and Government of Words in a Sentence. Like the Phrases from the *Pars Altera* of the '*Selectæ à Veteri*,' it is divided into 52 lessons. I propose that the child should merely read these lessons over.

I have said above, that as soon as you have done the *Pars Altera* for the first time, that is to say, when you have completely got through the '*Selectæ à Veteri*' once, you will directly begin it again, which will be the third time. To get through it again will take 170 days, as I have explained above. You will have all this time, and 20 days more, 190 days, to read over the lessons in the second section of the Elements. They are only 52; and as most of them are very short, and the child is now so much advanced in Latin, I would make him read two of them every morning before breakfast; and thus he would get over them in 26 days. I would then read them a second

time, two a day; so that in 52 days he would have gone over them twice, which I reckon sufficient for the present.

Out of your 190 days you will have about 150 remaining; and I would now advise you to go back to the three Vocabularies of Nouns, Adjectives, and Verbs, (see page 36,) and say them over once more.

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## GENERAL RECAPITULATION.

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The lessons, before breakfast, during this year, be-  
ing out of the English-Latin Vocabulary, will  
be done in 325 days : after which, during the  
remaining 40 days, lessons of words from the  
' *Selectæ è Veteri* ' . . . . . 3rd.

Fourth year, from Six to Seven :

The ' *Selectæ è Veteri Testamento Historiæ* , ' in La-  
tin, three times over . . . . . 4th.  
No Latin lessons now before dinner.



After the first week, two lessons a day in the 'Selectæ è Veteri,' one at half-past ten o'clock, the other at twelve, each half an hour.

The Latin lesson before breakfast will now consist of the lessons of words out of the 'Selectæ è Veteri,' (3rd vol.) continued till they have been finished for the second time.

To them will succeed the Phrases from the 'Selectæ è Veteri,' (3rd vol.) which must also be said over twice.

After them, and while the 'Selectæ è Veteri' is explained for the third time, the lesson before breakfast will be:—1. Elements of the Latin Language, Section II. twice over, in 52 days:—2. Vocabulary of Nouns, Adjectives, and Verbs, (2nd vol.) repeated.

Vol. V.

APPENDIX.

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I am in no hurry to make the child study the Appendix; but I will just go over the different articles of which it is composed, and point out the way in which they are to be used.

No. I. may be read over two or three times, when the child is ten or twelve years old; or be occasionally referred to.

No. II. the same.

No. III. See what I have said above about the use of the English-Latin Vocabulary, at a later period, p. 41.

With respect to this No. III., you will observe first, that the Latin words have no English to them, as the child is supposed to have learnt their meaning in the preceding Vocabularies. Secondly, that the words are divided into classes, ten words in each, separated from each other by a line.

The principal use, therefore, of No. III. is as Repetition-Lessons, and also to accustom the learner to trace the derivation of Latin words, as well as the derivation of English words from them. So I would make him begin: *Fama*, *famosus*, famous; and so on to *malitia*, *malitiosus*, malicious: making him remark those words from which English ones are derived.

An advantage of this variety of lessons, and all so short and easy, is, that you may say one at any time; while, at

in this Number, one of the most important in the Appendix, would be for writing Exercises. I would begin by showing them to the child, and point out to him what a surprising use is made of Prepositions, in the Latin language, in the composition of Verbs. When he could write with ease, I would then give him one of these lessons to fill up. For example: Second Conjugation, Exceptions, II.:

Sedeo, to sit.

1. Sedeo, sedere, sessi, sessum, to sit.
2. Assideo, .
3. Circum, etc.

There are 14 in all, and I would make him fill them all up himself, and put their meaning to them; which he would do by the help of his Dictionary.

In the whole Number there are about 80 lessons; and, as some of them are filled up, and others are short, so that two might go to one lesson, I will say that in about 60 days, or two months, the child would get through them. He would keep these lessons he had written out, and occasionally read them over, either to himself or with his teacher.

By means of the fifth Vocabulary, that of Verbs, in the second volume of this Introduction, and also by the Lessons of Words from the Pars Prima of the 'Selectæ æ Veteri,' at the end of which is always the Perfect Tense of Verbs, the learner will have got pretty familiar with the various ways of forming the Perfect Tense. These exercises will improve him still farther in that respect; but their chief advantage will be to show him the composition of Latin Verbs.

You might add to the Verbs, as an additional exercise, the composition of Adjectives with Prepositions, which Lord Chesterfield notices in his Letter on the Latin Language: *difficilis*, *perdifficilis*; *clarus*, *præclarus*; *celsus*, *excelsus*, etc.

Taking the Prepositions alphabetically, you might make the learner look for the principal Adjectives to which they are prefixed, in the Dictionary, and copy them out, if you judge proper.

No. IX. Though at the end of the Vocabulary of Verbs there is a considerable number of the Deponent Verbs, and still more in the Lessons of Words out of the *Pars Prima* of the ‘*Selectæ à Veteri*’; yet, as these Verbs are of great consequence in Latin, and apt to puzzle learners, I have here given a complete list of them in alphabetical order, and according to the Four Conjugations.

No. X. Dr. Jones says, that “the Supine is a barbarous fiction of grammarians.” However that may be, here is a list of the principal Supines to be found in the classic authors. Most Verbs want Supines.

No. XII. When I was first struck with the great similarity between so many thousand words in the English and Latin languages, and had conceived the idea that this similarity might be made subservient to the acquisition of both, I began to make anxious inquiries for some book in which I might find these words already collected. But to my great surprise I could hear of nothing whatever of the kind. The only book of the sort at all was a very recent publication, entitled: ‘*An Etymological and Explanatory Dictionary of Words derived from the Latin*,’ by Dr. Black. A very neat, clever, and useful little work it is; but it is a Dictionary, and not a Vocabulary, which was what I wanted. However, I have extracted from it

the contents of this Number of my Appendix : and the reader will immediately see, that it is closely connected with the preceding Number, and also with the English-Latin Vocabulary. The teacher may use it at his discretion. I certainly think it well calculated to give a learner a deeper insight both into the Latin and English languages.

No. XIII. Grammarians and philosophers seem to be agreed, that there are no two words in any language that have exactly the same meaning. This seems probable and natural. For, as words are merely signs of our ideas, when a word had been invented to express an idea, why should another be invented to express it again? Words therefore, however like they may seem, and such words are called Synonymes, probably have some distinct shade of meaning, though it is not always easy to point it out. The investigation, however, must be considered as a useful exercise of the understanding, as it certainly tends to produce both accuracy of thought and precise expression. I have collected the Synonymes in this Number almost entirely from Crombie's Gymnasium; a work deservedly esteemed by those who wish to excel in Latin composition.

No. XIV. I have said in the 'Letter to the Earl of Shrewsbury,' that I do not approve of teaching children Latin by means of Cordery's Colloquies and similar works. But when a child has learnt Latin pretty well, such colloquies or dialogues might amuse him, and prove a further inducement to the study of Latin, give him a liking for it, and help to keep up what he has already learnt. With this view, I have collected together in this Number of the Appendix, not only regular dialogues, but a great number of Colloquial Phrases, chiefly from Cordarius and Ludovicus Vives. There are 95 lessons of them

in all; so if a child was set to read just one a day, he would finish them in three months. To some of them I have put the English; but the more easy ones, and those towards the end, are mostly in Latin.

No. XV. The two first articles in this Number I would have every child learn by heart. These distichs or sentences contain excellent moral observations, and reflections on life and manners, which it may do anybody good to know. They may tend to form both the mind and heart. Besides, a person who knew all these sentences well, would certainly know a good deal of Latin; and, being so short, they might be easily learnt.

But I see another good use that might be made of them; and that is, as lessons for parsing. Parsing is rather a difficult and tedious exercise; but in this way it might be made very easy. I suppose a child to have learnt Latin pretty well, and to be ten years old perhaps. I would set him upon this Number of the Appendix. I would never give him more than one line, or one distich, at a time, and only one a day. His first lesson, for example, would be this line :

*Sermo datur cunctis, animi sapientia paucis.*

I would make the child say this early in the morning; and if he did not understand it, I would explain it to him. I would then tell him to repeat it to himself several times during the day, and to say it off by heart in the evening. When he had said it, I would tell him he must now learn to parse it. I would explain to him what parsing means. It is so called because you take all the words, or parts of a sentence, and say to what part of speech they belong. So, what is *Sermo*? A

Noun, of the masculine gender, third declension, nominative case singular. You remember *sermo*, *sermones*, *sermonibus*, in the Elements. What is *datur*? It is like *amatur*; a Verb of the first conjugation, passive voice, indicative mood, present tense, third person singular: *dor*, *daris*, *datur*. But *dor*, the first person, is never used. I would just show him the conjugation in the Elements. What is *cunctis*? An Adjective in the dative case plural, like *bonus*. What is *animi*? A Noun of the second declension, genitive case; *animus*, *animi*. What is *sapientia*? A Noun of the first declension, nominative case, like *rosa*. What is *paucis*? An Adjective, like *cunctus*, in the dative case plural.

*Sermo datur cunctis, animi sapientia paucis:*

Speech is given to all, but wisdom of the mind to few.

This would be all the lesson for each evening, and I think it would not last above ten minutes.

There are above 100 of these distichs or sentences, and therefore, at the rate of one a day, they might be got over, in this manner, in about three months and a half; and I think it would be a profitable exercise.

They might likewise accustom the youthful ear to the construction and sound of Latin hexameters.

I conclude by observing, that I think all this variety of lessons, introduced at proper times, is more likely to bring on a scholar in Latin, and confirm him in it, than merely sticking to a dry Grammar, which is to be learnt by heart, without understanding it; and then to be repeated by heart, and then to be forgot. It is better than painfully trying to construe sentences, or to make exercises full of blunders by the help of a Dictionary, before scarcely

a word is known of the language ; and all to exemplify Grammar-rules, which can much more easily be learnt by reading authors, or by composition, at a later period. It is foolish, says Quintilian, to try to do painfully now what you may learn to do easily hereafter. This is my opinion ; others may think differently.

Tot capita tot sensus.

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After these Sentences and Distichs I have placed some other little Varieties.

First, some verses by Virgil, which are connected with a very amusing anecdote of him. Before that great poet was known, and was living in obscurity at Rome, the emperor Augustus intended one day to exhibit some fine shows. But the evening before, it began to rain, and the people were apprehensive the shows would not take place. However, after raining all night, it cleared up in the morning, and was a beautiful day. Virgil then made these two lines :

Nocte pluit totâ, etc.

It rains all night, but the shows come on in the morning :  
 Caesar and Jove share the world between them.

Virgil fixed these lines on the gate of the emperor's palace, who was much pleased with them, and promised a reward to the author, if he would declare himself. Virgil's bashfulness kept him back ; and an impudent fellow came forward, who declared himself the author,



and got the reward. Upon this Virgil wrote another line :

*Hos ego versiculos, etc.*

I made these little verses, but another has received the honour of them.

And after that line he added the words, *Sic vos non vobis*, four times. These words form one half of a pentameter verse.

Virgil put them on the palace-gate, and the emperor ordered new inquiries to be made for the poet, who could not be cheated this time, as nobody but himself could fill the lines up. Virgil now made his appearance, and finished the lines as follows :

*Sic vos non vobis nidificatis aves,  
Sic vos non vobis vellera fertis oves,  
Sic vos non vobis mellificatis apes,  
Sic vos non vobis fertis aratra boves.*

Thus ye birds do not make nests for yourselves : Thus ye sheep do not bear fleeces for yourselves : Thus ye bees do not make honey for yourselves : Thus ye oxen do not draw ploughs for yourselves.

The impostor was disgraced, and Virgil laid the foundation of his fame and fortune.

You may observe, that *nidificare* and *mellificare* are two compound Verbs, compounded of a *Noun* and a Verb, which is rather rare in Latin. To a child who had made some progress in Latin, this would be an interesting anecdote.

Secondly, *Nonnulli dicunt, nemo non novit*. This is a peculiarity of frequent occurrence in Latin authors, by which two negatives make an affirmative.

Not none say, means: some say. Nobody not knows, means: everybody knows.

*Discere, scire, sapere, posse.*

I have put these four Verbs together, because there seems to be a consecutive series of ideas in them. If you learn, you will know much; if you know much, you will be wise; if you are wise, you will be able to do much.

*Sæpe cepi sub sepe cepe*. This is very good Latin, and means: I have often taken an onion under a hedge.

*Fortè dux fel flat in a guttur*—shows how you may get Latin words together without any sense, but so as to sound like English.

No. XVI. I need not say any thing about this Number. Its use is apparent; being a collection of Latin words and phrases which are perpetually occurring in Newspapers, and Parliamentary Debates, and different books. With this Number I meant to have concluded the Appendix; but after I had given my manuscript to the printer, and the greatest part of the Appendix was printed, I happened to be turning over Horne Tooke's celebrated work, entitled: '*Ἑπεὰ Περὶ λέγντα*:' in the second volume of which, p. 445, I found the list of Nouns and Adjectives which form the No. XVII. I thought it would be a useful addition to my Appendix, and therefore inserted it, though it came too late for its proper place.

About the same time I met with Dr. Butler's useful work, entitled: 'A Praxis on the Latin Prepositions.' It struck me that an abridgment of it would also be a useful article in the Appendix; and with it, forming No. XVIII., the Appendix concludes.

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HAVING stated in the Title-page of my work on a New Method of Learning Languages, and also in the Prospectus of my Elementary Books for the Latin Language, that, though designed chiefly for children from three to ten years of age, this Method might be equally useful to persons of all ages and both sexes; I hold it incumbent upon me to prove the truth of this assertion, by stating how I would advise a gentleman or lady to proceed in learning Latin, and how I would teach it to children in a school.

I begin by asserting, that I think it cannot be denied that it must be very advantageous when you are going to learn a language, or indeed to learn any thing whatever, to have a general notion at the outset of what it is you are going to learn, considered as a whole; and also to get acquainted, more or less, with all its particular parts. By this way of proceeding, you see at once what you are about; you see the beginning, the middle, and the end of your undertaking, and what it is that you have to perform. By examining at first all the different parts, you see how they are connected one with another; and how they may help towards the knowledge of each other. At one time you may dip into one part, then into another; or you may learn a little of each all at once: so that, in a given time, I will say ten days or a fortnight, you will have at least a tolerable knowledge of the whole language, and of each of its parts. You will have found out what is easiest and what is most difficult, and will continue to apply accordingly.

Does it not strike you, that this must be a much more comprehensive, more expeditious, more luminous, more certain, and more satisfactory method of setting about

learning a language, than the one commonly followed; which consists in merely beginning with the beginning of a Grammar, and learning by heart eight or ten lines, which you are afterwards to repeat by heart; and so to go on, day after day, working like a mole in the dark, till you have got through the whole Grammar, and have then forgot half of it by the time you have reached the end? This method, which sometimes is made to last a twelvemonth, is occasionally diversified by the exercise of hunting for words which you never saw before, in a Dictionary; and which, when you have found their meaning, you are to put into phrases, well or ill, so as to make themes, and thus exemplify rules, few of which can ever be of any use. Or else you have a collection of totally unconnected phrases put into your hands, the meaning of which you are also to make out by looking for the words in a Dictionary.

As I cannot bring myself to approve this method of learning a language, I will now state how I would advise a lady or gentleman to proceed with my method.

I suppose, in the first place, that you have got a copy of my Introduction to the Latin Language, in five small volumes; together with the '*Selectæ e Veteri Testamento Historiæ*.'

You lay all these volumes on a table before you, and you begin by examining them every one. First, you will take up the Play-Lessons, and you will see that, at the beginning and end of that volume, there is almost a complete collection of all the Monosyllables in the Latin language. That, to begin with, is something worth knowing of itself: something that you can easily remember.

You will then observe, that the Play-Lessons are divided into portions of 16 lessons, marked by the words

**LAUS DEO** and **DEO GRATIAS** : of these portions there are 25 in the whole volume. You may therefore determine that you will read one of these portions every day : just one and no more. It will only take you a few minutes ; and yet at the end of the 25 days you would certainly know a good many Latin words and phrases. So much for the First Volume.

The Second Volume begins with the English-Latin Vocabulary, which is divided into 25 Decads. You might determine to read one of these also every day ; so that this Vocabulary would be got over in the same time as the Play-Lessons. As to the other Vocabularies in this volume, I would leave them alone for the present.

The Third Volume is entitled : Elements of the Latin Language ; and to the First Section of this, the learner must pay particular attention. You should begin by considering the five Declensions and the four regular Conjugations. Read them over often. At the same time try to get well acquainted with the Pronouns, and the Indelible Particles, Adverbs, Prepositions, and Conjunctions. Learn a little of each, all at once, each day. In 25 days I think you would be pretty familiar with the first Section of this Third Volume.

Remember to learn well the Verb **SUM**, I am ; and also look over the other Irregular Verbs.

But what you are to pay most attention to, from the very beginning, is the First Part of the **FOURTH** Volume ; containing Nouns, Adjectives, and Verbs, out of the '*Selectæ à Veteri.*' This is also divided into 25 lessons ; and one of these is to be your very first, most constant, and daily task. Each lesson should be read over attentively three or four times a day, sometimes to yourself, sometimes aloud.

It thus appears that, during the first 25 days of your learning Latin, you would have four distinct lessons each day.

First, a portion of the Play-Lessons.

Secondly, a Decad of the English-Latin Vocabulary.

Thirdly, something of all the Seven Sorts of Words in the Elements.

Fourthly, Words from the 'Selectæ è Veteri.'

Each lesson, I think, need not take up above a quarter of an hour; so that an hour a day, for 25 days, would do very well for a beginning. The lesson out of the Elements would, perhaps, take up the most time, but the others would take less.

You would now have five days remaining to make out a month, and these I would employ in going over again carefully the five first lessons in the Fourth Volume; and then I would have you begin your second month with the 'Selectæ è Veteri' itself, and try to read a page each day, which I think you would easily do, considering that you know the meaning of all the words, and have a little Dictionary of them at hand.

When you have got over seven pages of the 'Selectæ è Veteri,' you must remember to begin it a second time, and thus have two lessons, a fresh one and a repetition, each day, and thus go on till you have got through it; which, by devoting two half hours a day, you might accomplish, I think, in five months.

During this time, you will still be saying a lesson every day of the Words from the Pars Prima; and you must not forget the Phrases which are to prepare you for the Pars Altera; and are also in the Fourth Volume.

When the 'Selectæ è Veteri' has thus been got over twice, you must begin it a third time, with a more parti-

cular attention to construing and parsing. You might now read a page every day, both in the *Pars Prima* and *Pars Altera*, so as to finish both together, which might be accomplished in less than three months. Moreover, during that time, you must now look into the other parts of the Introduction.

You must turn to the Second Volume, and learn well the three last Vocabularies of Nouns, Adjectives, and Verbs, which are not in the ‘*Selectæ à Veteri.*’

You must always keep looking at the Elements every day; and it is now time to pay attention to the Second Section of that volume, which contains examples of the rules of Syntax.

During these three months too, you must be looking over all the different Numbers in the Appendix.

And thus, in about eight months, by devoting an hour a day to it, you will be a very good Latin scholar, master of the Latin language, and capable of reading any of the Classics, with very little difficulty.

And if, after that, you should be desirous of writing a good classical style in Latin, you have only to select some of the best authors, read them attentively, mark carefully their phrases, idioms, and turns of expression; translate pages of them into English, and then translate them back again into Latin, and correct your compositions by the originals.

By this practice, in a year’s time, I think you would come to write Latin easily, correctly, and elegantly.

Festina lentè.

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I now proceed to explain how I would undertake to teach Latin to children in a school; and I will suppose that I had a school of twenty boys, from eight to twelve years of age, not one of whom knew a word of Latin.

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### A SCHOOL OF TWENTY BOYS,

From Eight to Twelve years of age, to begin to learn Latin.

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#### GRAND OVERTURE.

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Make them all sit round a table, the Master at one end, the Usher at the other, each boy having the five Elementary Books, and the ‘*Selectæ è Veteri Testamento Historiæ*,’ before him.

Begin by explaining to them, in a very familiar way, what language is in general, and what the Latin language is.

Then explain to them each of the five volumes; and conclude by informing them, that the grand object in view is to enable them to read as soon as possible the ‘*Selectæ è Veteri*,’ their first Latin book: but that to do this, they must have a month of preliminary Exercises in some of the Elementary Books; and that they must study Latin four hours a day.

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## FINALE.

The Verb SUM.—I would conclude this introductory lesson by making every one of the twenty boys, one after the other, say aloud the Verb SUM after me, through all the Moods and Tenses. It would only take each boy about three minutes, which would make an hour. Each boy would have said it once, and would have heard it said nineteen times besides.

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## PRELIMINARY MONTH.

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Begin on the First Day of the Month.

### FIRST DAY.

First hour, from Seven to Eight in the Morning.

Make all the 20 boys stand up, in a row, classed in FIVE companies, FOUR boys in each, holding in their hands Volume IV. containing the *Selectæ e Veteri Words*.

First,

*Selectæ e Veteri Words.*

### Lesson I.

The Master, sitting opposite the middle of the whole row, will say out aloud the twenty NOUNS, which the first boy of the first company will repeat distinctly after him. The second boy, in like manner, will repeat the ADJECTIVES; the third the VERBS; the fourth the PERFECT TENSE.

The four boys in each of the other four companies will do just the same; so that each boy will have said one list of Latin words, Nouns, Adjectives, or Verbs, once, and will have heard the same repeated four times besides; and, moreover, will have heard the other lists of words, which he did not say, repeated also four times.

This Exercise may take up . . . . . 20 minutes.

Secondly,

### The Elements, Vol. III.

#### The Five Declensions.

Now class the boys in **FOUR** companies, **FIVE** in each.

The first boy of the first company will say, after the Master, the first Declension; the second boy will say the second Declension; and so on: so that each boy will say one Declension, and hear the same repeated three times besides; and, moreover, will hear all the other Declensions, which he did not say, also repeated three times.

This Exercise may take up . . . . . 20 minutes.

Thirdly,

### The Five Tenses of the Indicative Mood, first Conjugation.

#### Active Voice.

Class the boys in **FOUR** companies, **FIVE** in each.

The first boy will repeat aloud, after the Master, the Present Tense, singular and plural; the second boy the Imperfect; and so on.

Then the first boy of the second company will begin with the Present Tense again; and so on: so that each boy will say one tense, and hear the same repeated three times; and, moreover, will hear all the other tenses, which he has not said, repeated three times.

During the whole time, each boy will hold his book in his hand, and keep following the boy who is repeating, saying what he repeats to himself.

The Usher will see that the boys do this; and will occasionally relieve the Master.

This last Exercise may take up . . . . . 20 minutes.

And thus the First Hour will be completed :

Selectæ à Veteri Words . . . . .	20 minutes.
Five Declensions . . . . .	20
Five Tenses . . . . .	20
	<hr/>
	60
	<hr/>

## SECOND HOUR.

From Ten to Eleven.

First, in FOUR companies, the boys will say the five Tenses of the Subjunctive, as above.

Then the Master will say aloud the Imperative, Infinitive, Participles, Gerunds, and Supines : and all the boys together will repeat them after him.

Secondly, each company will say the first five classes of Adverbs, from the Elements.

Thirdly, each boy separately will say all the Prepositions ; so that each boy will say them all over once, and will hear them repeated nineteen times besides.

## THIRD HOUR.

From Three to Four.

First, in FOUR companies, FIVE boys in each.

Papa's Latin Phrases, Vol. I., five Numbers of them ; so that each boy will say one Phrase, and hear it repeated three times ; and, moreover, will hear the other Phrases repeated three times.

Secondly, the five Tenses of the Indicative Passive, First Conjugation.

Thirdly, each boy separately will say ALL the simple Pronouns, Latin and English; so that they will be said over twenty times: but without declining them.

#### FOURTH HOUR.

From Five to Six.

First, in FOUR companies, FIVE in each.

The five Tenses of the Subjunctive Passive. Then the Master will say aloud the Imperative, Infinitive, and Participles, all the boys together repeating them after him.

Secondly, class the boys in FIVE companies, FOUR in each.

Say four Adjectives out of the *Eléments*.

The first boy will decline Bonus; the next, Tener; the third, Felix; the fourth, Omnis. Then the first boy in the second company will begin with Bonus again; and so on: so that each Adjective will be repeated over five times.

Thirdly, FIVE companies, FOUR in each.

Say the Cardinal and Ordinal Numbers.

The first boy will say down to Viginti duo; the next will finish the Cardinal Numbers: the third boy will say down to Vigesima primus; the fourth will finish the Ordinal Numbers. Then the first boy of the second company will begin again; and so on: so that the Numbers will be repeated over five times.

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And thus will conclude the four Lessons of Latin for the First Day.

## RECAPITULATION.

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Thus it appears that, on the first day that my twenty pupils began to learn Latin, they would have learnt the Five Declensions, the Declension of Adjectives, the Numbers, the Prepositions, and the First Conjugation. They would have learnt all of these so well, by hearing them so often repeated, that I would absolutely lay them all by for the present.

But besides this, they would have learnt sixty Latin words out of the '*Selectæ à Veteri*,' with five lessons of Phrases, a good many Adverbs, and the Pronouns.

So much for the first day.

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## SECOND DAY.

## FIRST HOUR.

First, the second lesson of *Selectæ Words*.

Secondly, Indicative Mood of the Second Conjugation.

Thirdly, Adverbs.

## SECOND HOUR.

First, Subjunctive of the Second Conjugation, etc.

Secondly, the five first Pronouns declined, out of the Elements, Vol. III.

Thirdly, class the boys in **THREE** companies, **SIX** in each; and make them say all the Degrees of Comparison in the Elements.

The first boy would say, *Altus*, *altior*, *altissimus*, in the singular; the second boy the plural; the third boy, *Alta* feminine singular; the fourth, *Altum* neuter singular; the fifth, *Altæ* feminine plural; the sixth boy, *Alta* neuter plural.

The two next companies would repeat this in the same way. Three times six is eighteen; so two boys would remain who had said nothing. The first would say the Irregular Comparisons; the other the Superlatives in *Ulimus*; all the others following them with their books.

## THIRD HOUR.

First, five more lessons of *Papa's Phrases*.

Secondly, Indicative Passive, Second Conjugation.

Thirdly, five more Pronouns declined.

The boys in **FOUR** companies, **FIVE** in each.



**FOURTH HOUR.**

First, Subjunctive Passive, etc.

Secondly, each boy repeat aloud the Irregular Comparatives.

Thirdly, the five first lists of Conjunctions.

**RECAPITULATION.**

On this day, besides other things in progress, the Degrees of Comparison would be thoroughly learnt, and about half the Conjunctions.



## THIRD DAY.

Going on as before, the Pronouns and Conjunctions would be quite finished.

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## FOURTH DAY.

The four regular Conjugations would be done; also the Adverbs.

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## FIFTH DAY.

Begin the Irregular Verbs in the same way, which would take ten days; that would be the fifteenth day from the beginning. About the same time Papa's Phrases would be done, in Vol. I.

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## SELECTÆ E VETERI WORDS.

The chief object of the exercises during this Preliminary Month is to make the learner well acquainted with the Words, Nouns, Adjectives, and Verbs, taken out of the Pars Prima of the 'Selectæ e Veteri.' These words are classed in 25 lessons, of which ONE is said each day; so that the whole will take up 25 days.

But you must observe, that after the twelfth lesson,

there are no more Adjectives. With lesson XIII., therefore, you must begin the Adjectives again, and so go on.

Lesson XXV. has only Nouns; and therefore you might make along with it a repetition of the Verbs and Perfect Tense of the preceding lessons. While these 25 lessons of Words are learnt, the scholar is also to be made familiar with all the other Parts of Speech, which, as I have shown above, may be accomplished in four days.

To fill up the four hours a day, during the remainder of these 25 days, I have already pointed out the Irregular Verbs and Papa's Phrases. But something more than them will be required.

The teacher might now turn to the Latin Vocabularies, Vol. II., Grammatical Vocabulary, Section the Sixth, XIV. There you will find a Noun and Pronoun declined together; and at XVI. a Noun, Pronoun, and Adjective declined together: and so on, to the end of that Vocabulary.

These Declensions would be a very good exercise now, making the boys say them in companies, as above.

To these you might add the Comparatives along with Nouns, as it is explained in the Elements: *Altus murus*, a high wall; *altior murus*, etc.

At the same time, if there is any part of the Elements—Declensions, Conjugations, Pronouns, Prepositions, etc. in which you think the boys are not so perfect, go on with fresh Repetitions of them, in the same way.

You might also take up the Play-Lessons, Vol. I. They are divided into classes of 16 lessons, marked by *LAUS DEO* and *DEO GRATIAS*: 4 times 4 is 16. Put the 20 boys therefore into FIVE companies, FOUR in each, and let each company say over the same class of 16 lessons, one a day: of these classes of lessons there are 12.

Mamma's Rhymes are classed in the same way; and of these there are 7 classes.

The teacher might also begin with the English-Latin Vocabulary, which is divided into 25 Decads, 10 Numbers in each. As the English words will always help to remember these, it would be sufficient, at this time, for the boys to say them once over. So all the boys might stand in a row, and each say out a Number after the Master; so that 20 Numbers, or 2 Decads, would be said at a time: and this would not take more than 20 minutes; and the whole Vocabulary would be got through in twelve days.

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On the twenty-sixth day the boys must begin the words from the *Selectæ* again, as before; and so continue till the end of the month, along with all their other exercises, accordingly.

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## SECOND MONTH.

On the **FIRST** day of the Second Month, they must begin to read and explain the ‘*Selectæ à Veteri Testamento Historiæ.*’

In order to accomplish this task, I think the twenty boys should be divided into two classes, ten in each. They should also be in separate rooms. Then the ten boys, sitting round a table, each with his Latin book in his hand, the Master or Usher should stand or sit behind any two of them to begin; these two boys should explain the Latin together, out of one book, lying on a desk: while the Master behind should point out the lines and words to them, reading it first himself, and where they did not know a word, telling it them. All the other boys would keep following with their books.

When the two first boys had explained their lesson, which would take half an hour, the Master would push on the desk to the two next, and thus finish the first hour.

Thus it appears, that to make ten boys explain a lesson in the Latin book, it would require two hours and a half: four boys to an hour. The remaining hour and a half might be spent in other Latin exercises.

They would still go on with a lesson of *Selectæ* words, Vol. IV., till they were done for the second time: and before explaining a lesson in the book, they would always repeat the words contained in that lesson.

So they would go on for Six days; and then there would be two lessons of explanation a day; one straight forwards, the other of repetition, beginning the Latin book again.

In order to find time for this double explanation each day, I think that, at the Repetition-lesson, three boys might sit at the desk and explain it all together, the Master standing behind; and, as it would be so much easier, perhaps it could be done in twenty minutes: so that nine boys would explain the Repetition-lesson in an hour; leaving the tenth boy to do it, at the beginning of the next hour, all the other boys following it with their books. Thus every lesson in the Latin book would be repeated, for the first time, FIVE times over.

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When the *Selectæ* words were done for the second time, they might be laid aside; and the teacher might now turn to the Latin Vocabularies, Vol. II., and begin with the *three last* Vocabularies in that volume: Common Nouns, Adjectives, and Verbs.

The boys would say them in companies like the rest.

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When the boys had explained about twenty pages of the '*Selectæ è Veteri*,' it would be time to think of the Phrases taken out of the *Pars Altera*, Vol. IV.

Of these they might say five Numbers at a lesson, just as they formerly said Papa's Phrases: one lesson of them a day.

So that, by the time they had explained the *Pars Prima* of the '*Selectæ è Veteri*,' they would have gone over the Phrases from the *Pars Altera*, at least five times.

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When the teacher found he had time, he would, last of all, turn to the Elements, Section II.; where there are Fifty-two Numbers of Phrases, intended to exemplify the rules of the Latin Syntax.

He would make the boys repeat these just like the other Collections of Phrases.

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All that is mentioned above might be thoroughly learnt while the boys were getting through the 'Selectæ à Veteri' twice, which would be in five months.

They must then go over it a third time, in order to learn how to construe and parse.

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The advantages of this Method would be: First, that by gaining some notions of language in general, and of every part of the Latin language, in the first instance, the minds of the learners would be enlarged and expanded, and rendered more capable of acquiring any particular part of the Latin language hereafter.

Secondly, they would be learning something of every part of the Latin language, all at once; so that when they came to read a book, no words would appear new or strange to them. They would see nothing difficult or disheartening in the least. They would like their book, and feel a pleasure in learning and getting on.

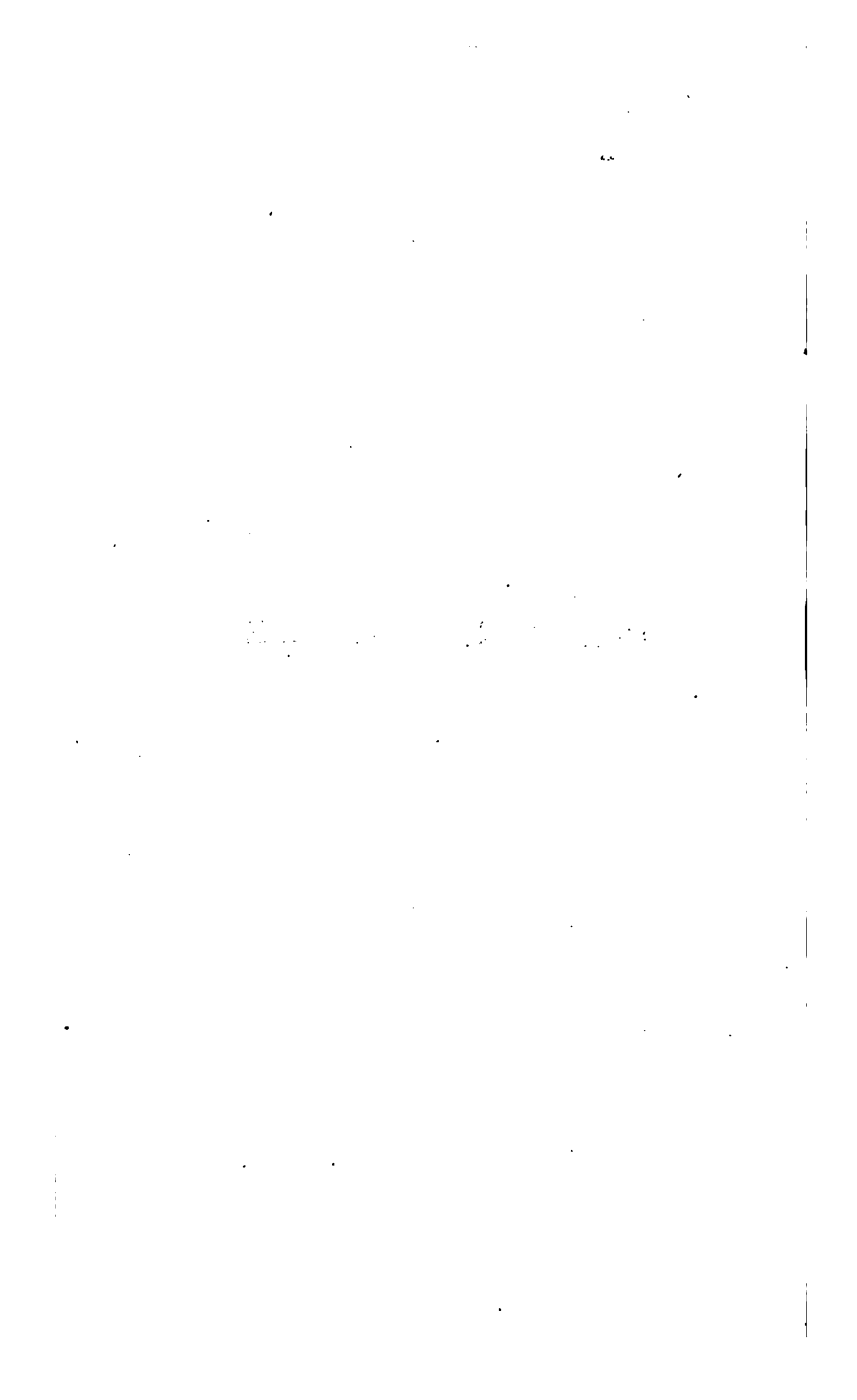
Thirdly, from the great variety in the lessons for each hour, the learners could never be tired; and would be

amused by being distributed into companies, and changing about. All would be alive; and one boy would learn as well as another. None could be idle or indolent. There would be no dunces, and no flogging.

Fourthly, by such numerous repetitions, one upon another, and all said aloud, the learners could hardly fail to remember at least the greatest part of each lesson.

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SPECIMEN  
OF  
THE SUPPLEMENT.

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SUPPLEMENT.

SECTION I.

1.

*Absens* absontem auditque videtque. Virgil.  
*Absentem* rusticus urbem Tollis ad astra. Horace.  
Vereor ne *absentia* mea levior sit apud te. Cicero.  
Pravum, ineptum, *absurdum*. Terence.  
*Nihil absurdius*. Cicero.  
*Absurdissima* mandata. Id.  
*Abundans* pecuniâ homo. Id.  
Copiosè et *abundanter*. Id.  
*Abundantissime*. Suetonius.

2.

*Abundantia* rerum omnium. Cicero.  
*Abundat* pectus lætitiâ meum. Plautus.  
Rerum copiâ Græci auctores *abundant*. Quint.  
*Usus non abusus*. Cicero.  
*Abutens* otio et literis. Id.  
Festivitatibus insolentiùs *abutitur*. Id.  
*Abuti* militum sanguine. Cæsar.  
*Abuti* et perdere pecuniam. Suetonius. Terence.

NOTE.—These two lessons are meant to exemplify the words in No. I. of the English-Latin Vocabulary: and as in that Vocabulary there are 250 such Numbers, and to each Number two lessons like these are assigned in the Supplement, there are of course 500 of them in the First Section. I have calculated, that by reading three of these lessons a day, which you might easily do in a quarter of an hour, you would get over them in about 165 days, or five months and a half.

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## SECTION II.

### A.

#### I.

*Able*, (capable,): idoneus, potens, valens. (Clever): gnarus, peritus, solers. (Strong): fortis, robustus, validus virium.

To be able: Possum, queo, valeo, polleo.

Every one provided as he was able: Pro sua quisque facultate parabat.

He was not able to bear such great envy: Tam magnæ non erat par invidiæ.

I bore it as well as I was able: Ut potui tuli.

I assisted him as far as I was able: Eum pro mea re adjūvi.

## 2.

**To be aboard:** In nave esse, *vel* versaari.

**To go aboard:** Navem conscendere.

**Just as he came from aboard the ship:** In ipso è nave descensu.

**Above:** Super, supra.

**Atticus sat above me, Verrius below me:** Supra me Atticus, infra Verrius accubuerunt.

**Above (in place, excellence, or honor):** Major, prior, præstantior, superior.

**His liberality is above his ability:** Major est benignitas ejus quam facultates.

**He was above them all:** Primas obtinuit inter eos.

**Above (more, or longer than):** Plus, amplius, magis, quam.

**Above two thousand:** Plus duo millia.

Two or three of these might be read each day along with those in the First Section, or afterwards, when that is done.

### ERRATA.

- Page 17, line 13, for *nos*, read *mos*.  
P. 50, line 2; after Appendix, No. VIII. and No. XI. add  
No. XII. and No. XVIII.  
P. 81, No. IX. I have said that this Number contains a  
*complete* collection of the Deponent Verbs. That is *not*  
the case.  
P. 82, third line from the bottom, efface *only*.

### In the ELEMENTARY BOOKS.

- In the Grammatical Vocabulary, Section the Sixth, No.  
XIV. etc. for Noun and *Article*, read Noun and Pronoun.  
In the Vocabulary of Nouns, Second Declension, for umbi-  
licus, read umbilicus.  
Third Declension, for ferrūgo, rust of *tin*, read rust of *iron*.  
For incūdis, read incūdis.  
For juvenas, read juvenus, ūtis.  
In the Vocabulary of Adjectives, for infydis, read infidus.  
In the Vocabulary of Verbs, for profligo, read profligo.  
In the Elements, Section II. No. XVI. Adjectives governing  
the Dative; there are at the bottom three Nouns, Præsi-  
dium, Decus, Exitium, instead of three Adjectives. This  
is a mistake.  
In the Selectæ Words, Lesson XXIV, for Rudix, read Radix.  
In the Appendix, for gemabundus, read gemebundus.  
Appendix, No. VIII. line 1, for Table, read Tables.



